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ABSTRACT

Developed for teachers seeking an alternative classroom approach that develops students' life skills, this manual introduces, describes, and facilitates the implementation of TOUCH (Team Approach for Occupational and Useful Career Education--Humanized). Parts 1 and 2 introduce and define TOUCH as an instructional process which uses subject area content to provide students with educational experience in development of self-concept, career guidance, and community living. ("Useful" is expanded to its proper scope: home economics education.) Part 3 provides example methods which the teacher can adopt or adapt to implement the TOUCH process. A flow chart sequence, teacher checklist, and detailed instructions, suggestions, and alternatives are provided to guide the teacher through the three stages: preliminary planning, class assembles, and continuous evaluation. Development of an access system to resources and a student management plan is emphasized. Part 4 discusses the role of the teacher as a facilitator. Part 5 presents literature and research support for the TOUCH process. (An extensive appendix contains major teaching tools, including various attitude, needs, and self-concept assessment instruments. A guide for the use of the Home Economics Access System, TOUCH-DEX, is also provided.) (YLB)

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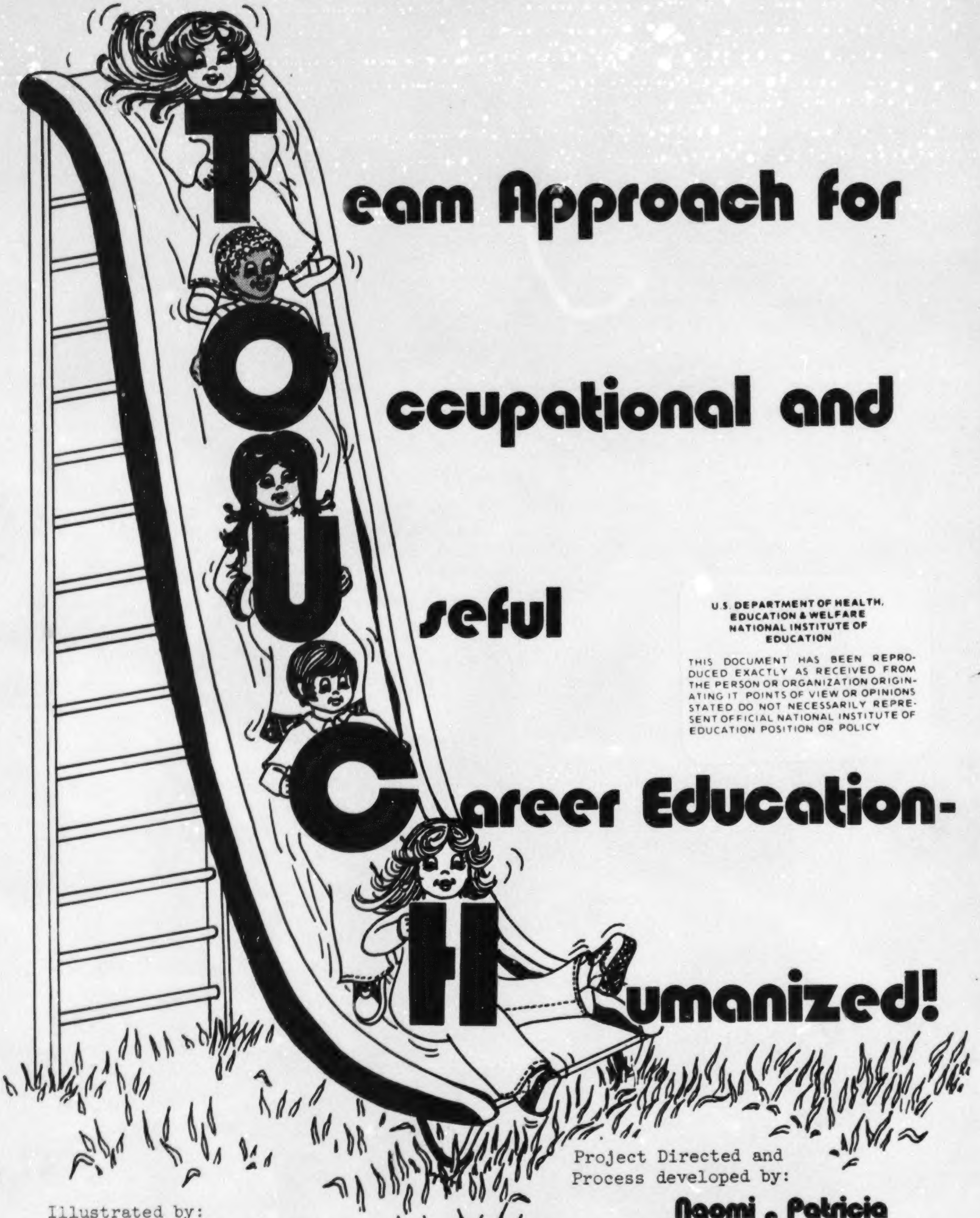

Team Approach for
Occupational and
Useful
Career Education-
Humanized!

U.S. DEPARTMENT OF HEALTH,
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Foreword

This manual was developed and field tested for all teachers who seek an alternate classroom approach that will develop student's life skills. You are a key to their future as fulfilled human beings. For the purpose of this project fulfilled has been defined as a person who knows who he is, where he is, where he is going, how he is going to get there and how he is doing.

The authors do not wish to offend the reader, but selected the masculine pronoun for ease in writing. The manual is color-coded for ease in differentiating the sections: (I.) Another Alernative Approach - Why?, (II.) What is TOUCH?, (III.) How Do I Get TOUCH into Action?, (IV.) TOUCH Facilitator, and (V.) Why TOUCH? An appendix has also been included containing master copies of the major teaching tools. The appendix is printed on white stock for the teacher's convenience in reproducing items for student use. This is one example of the authors' conscious effort to make the manual as a practical and useable guide for the teacher.

The TOUCH process may appear difficult on first appraisal but with self - preparation and preclassroom organization you may find the method will bring ease in teaching with positive student results. No one likes to be different, but only those who dare to be different, make a difference. Please give the TOUCH Process a try with your students!

We are frankly proud of the involvement of our staff and students in the development of this program. They have worked hard; they have done a good job.

Dr. Duane R. Lund
Superintendent of Schools
Staples Independent School
District #793

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"What do teachers who use the TOUCH Process Say?"

A North Dakota teacher said, "I especially liked the opportunity for developing personal relationships with the students that TOUCH provided-much more so than in the traditional classroom."

An Illinois teacher said, "It meant so much to the students. They liked it and enjoyed class so much more because of it. We all felt closer to each other and really became friends in addition to doing a great deal with classwork."

A Minnesota teacher said, "Nearly all of the students expressed their pleasure with the class and the wishes that other classes could be more like it. The atmosphere of the class was relaxed."

A Minnesota teacher in a high school with Indian students said, "I was especially pleased with the reaction of the so-called 'poorer' students in my class. These students really seemed to shine in the TOUCH Process. My understanding of their problems deepened through the close relationships that developed. I enjoyed guiding them in their search for materials and information about certain topics. They were so pleased to find something especially good! Some of the comments from students were, 'If every class were this way I would really like school.' 'All classes should be like this, wouldn't be so much of a prison.' 'Don't change anything - I really like school.' "

"What do students say who have used the TOUCH Process?"

A male dating student said, "We can talk without being shot down for saying something wrong. This is how it should be - everyone loose and not feeling as though we must reach the teacher's goal. Simply finding yourself as a person and knowing what you are made of and talking to others is far more enriching than being stood over and preached to out of a book."

A Minnesota student said this in an evaluation six months after field testing, "I learned a lot about myself and the people around me, what I wanted to be and how far I wanted to go. It could help a lot of other students if continued."

A North Dakota student at the close of field testing said, "I am being more realistic in my career choice. I was not going to go to school after I graduated. Now I am interested in becoming an LPN."

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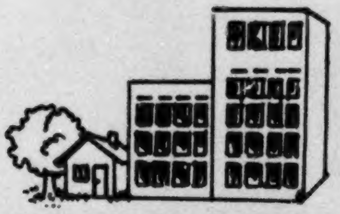
Another Alternative Approach - Why?

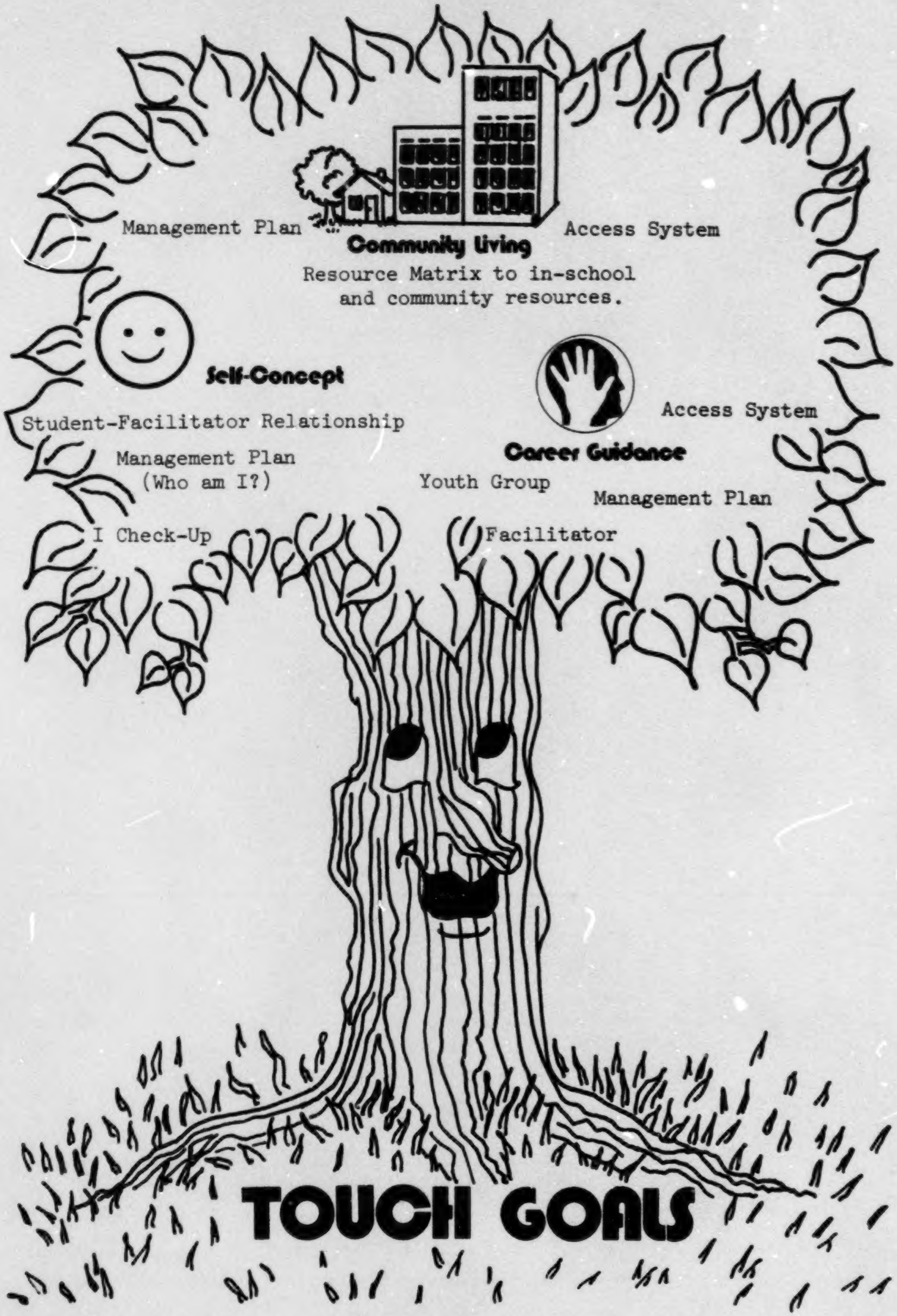
TOUCH is an instructional process which utilizes subject-area content and at the same time focuses on these student outcome behaviors:

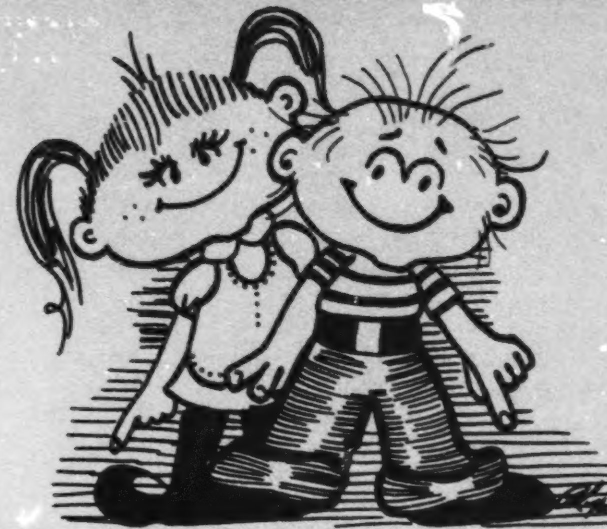
1. EACH STUDENT WILL DEVELOP A MORE POSITIVE SELF-CONCEPT.



2. EACH STUDENT WILL HAVE A BETTER ORIENTATION TO COMMUNITY LIVING.

3. EACH STUDENT WILL HAVE A BETTER ORIENTATION IN PERSONAL CAREER DEVELOPMENT.


Management Plan
Community Living
Access System
Resource Matrix to in-school and community resources.
Self-Concept
Student-Facilitator Relationship
Management Plan (Who am I?)
I Check-Up
Career Guidance
Access System
Youth Group
Management Plan
Facilitator
TOUCH GOALS



Traditional instructional approaches may have been directed toward these goals. In most instances traditional approaches seem to have focused on content and skills rather than the TOUCH student outcome behaviors. According to Dr. William Pierce, present Deputy Commissioner of Occupational and Adult Education, "Students are not able to cope with society, live in our society, or work in our society."[1] The TOUCH Process is based on the belief that an alternative instructional system dedicated to the facilitation of life skills must be used if students of today are to be mature adults tomorrow. As teachers of home economics in a rural high school we became frustrated with the educational process. Traditional teaching methods and learning experiences were not really "educating" our students to live as fully human beings. They could not make successful transitions to urban living situations, they could not expose their personal and work skills to potential employers, and we did not have a method to apply the philosophies of career education and occupational education so that all students would be involved. We could find no practical way to meet the needs of all our students. But students were saying, "When you have let us decide what's important and make the decisions, we learn more from that because we like it". We could see the positive results of trusting students and the increased rate of learning when there was a non-threatening atmosphere in the classroom. We had seen the positive results of using the entire community as the learning environment.

In a consumer education class in a small town of North Dakota a teacher used the TOUCH Process. Following the trust-building experiences, students assessed themselves through the student management plan and set personal course goals. Bill, a senior who thought he knew his future plans, expanded his horizons from taking over his father's farm to considering a college education. He also became aware through his teacher of a potential leisure-time experience which he was given freedom to explore in-depth. In visiting his classroom we were impressed with his deep involvement in a volume of stock-market resources which he had gathered. As we talked with him, he expressed great enthusiasm and knowledge about his learnings. He was most grateful that the TOUCH Process had allowed him the freedom to seek a personal learning adventure at the same time he could keep in contact with group learning. The total class directed the group learning which included inviting community resource persons to the classroom and planning and executing an all-day community experience. This quote by Cindy summarizes the impact of the community involvement:

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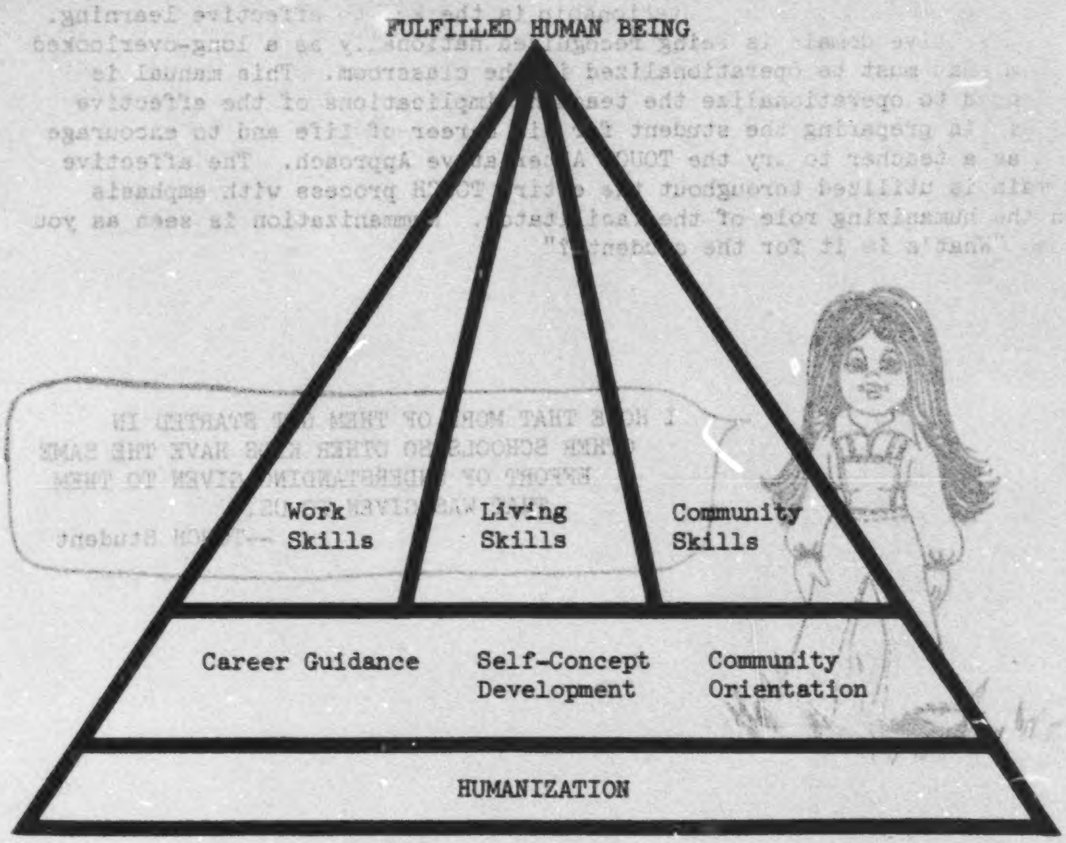
[1] Dr. William Pierce, "Issues and Trends Affecting Home Economics in the 1980's," AVA Convention, Dec. 6, 1975.

> "Different types of housing really influence the amount of interaction a person has with his neighbors and his community. Living in a condominium, like we toured, a person would have a hard time avoiding his neighbors and would have to make an effort to get along. The $77,000 house had privacy within the house as well as outside. The reputation of the community would also affect community participation. My community participation has improved because I feel community participation has to begin with getting along with yourself and other people. This class has helped me to really listen to what other people are saying and therefore to understand myself and other people a little better."

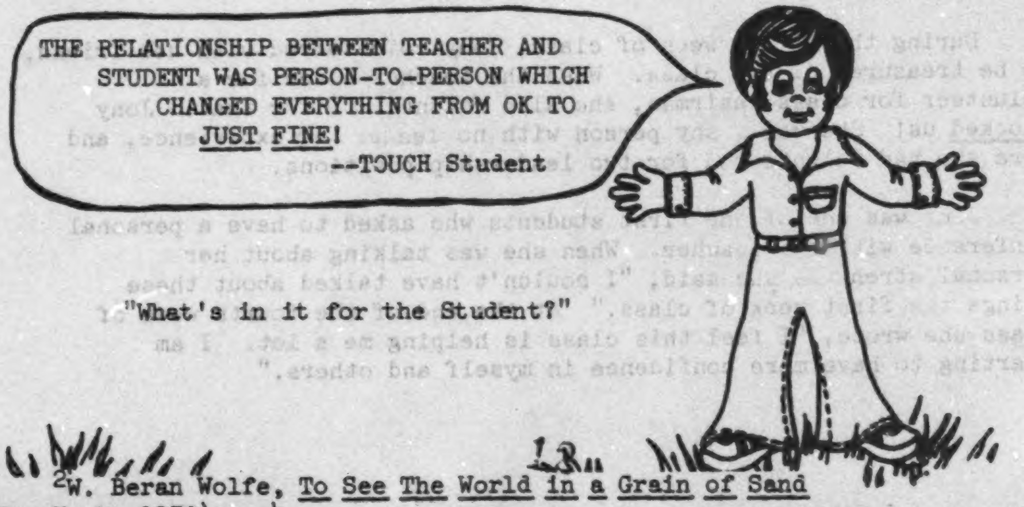
The group also visited a small claims court and a mobile home park. The realtor in the city visited, told the teacher, "Paula deserves an 'A' for the arrangements she made with me." (The realtor was a former teacher.) Along with the community involvement, trustbuilding and personal goal-setting in the classroom summarized above, career development was allowed for through the TOUCH Process. Use of career development and the student management plan led to student comments as these: "I feel I now have a more realistic view. There were jobs in the occupational learning kit that I never considered before. I am totally more aware of the number of jobs there are. I never relized there was such a variety. The career development part of the TOUCH Process was the best - it had the most information that I was unaware of before. I liked taking those various tests to see where I fit into those various occupations. Very interesting..... sent me in the right direction!" "I definitely was not thinking about going to college when we started careers in this class and I became interested. Now I am going to become an LPN." In fact, all the students in the consumer education class said they had a more realistic view of self in relationship to personal understanding of different occupations, paid or unpaid. Similar student experiences and quotes can be obtained from any of the classrooms using the TOUCH Process to indicate positive growth in self concept, community living and career development. (A side benefit of all this was the teacher being pleasantly surprised that Bill's parents were willing and excited about being local advisory board members. The teachers' comment to us was that these parents would not have come to the school if it were not for the TOUCH Process and what it had done for their son).

You could illustrate the TOUCH Process like this:


FULFILLED HUMAN BEING
Work Skills
Living Skills
Community Skills
Career Guidance
Self-Concept Development
Community Orientation
HUMANIZATION

If you observe a really happy man you will find him building a boat, writing a symphony, educating his son, growing double dahlias in his garden, or looking for dinosaur eggs in the Gobi desert. He will not be striving for it as a goal itself. He will have become aware that he is happy in the course of living life twenty-four crowded hours of the day.

W. Beran Wolfe[2]


THE RELATIONSHIP BETWEEN TEACHER AND STUDENT WAS PERSON-TO-PERSON WHICH CHANGED EVERYTHING FROM OK TO JUST FINE! --TOUCH Student

"What's in it for the Student?"

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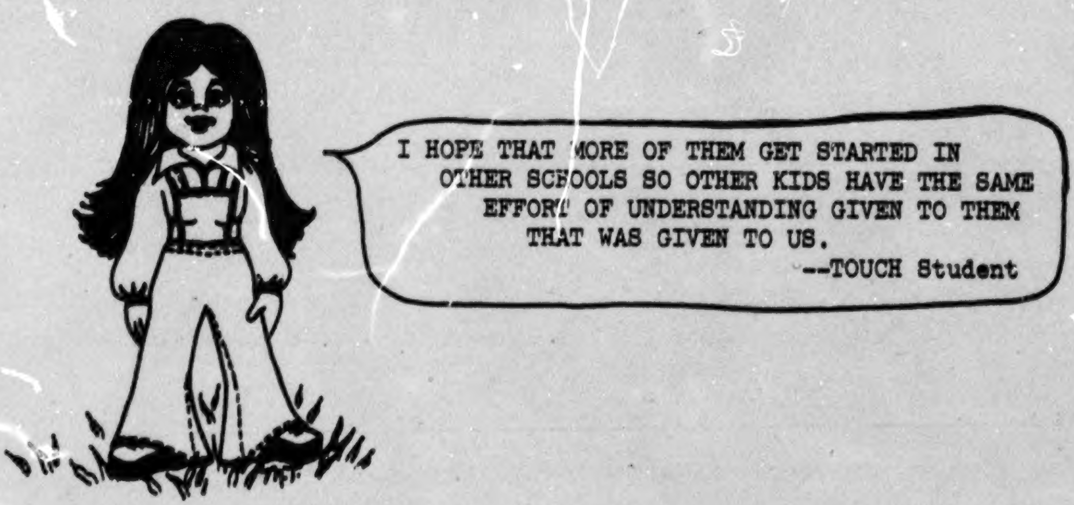
[2] W. Beran Wolfe, To See The World in a Grain of Sand (New York, 1970), p. 4.

Why the broad base of humanization? We are thoroughly convinced that the student-teacher relationship is the key to effective learning. The affective domain is being recognized nationally as a long-overlooked realm that must be operationalized in the classroom. This manual is intended to operationalize the teaching implications of the affective domain in preparing the student for his career of life and to encourage you as a teacher to try the TOUCH Alternative Approach. The affective domain is utilized throughout the entire TOUCH process with emphasis on the humanizing role of the facilitator. Hummanization is seen as you read "What's in it for the students?"


I HOPE THAT MORE OF THEM GET STARTED IN OTHER SCHOOLS SO OTHER KIDS HAVE THE SAME EFFORT OF UNDERSTANDING GIVEN TO THEM THAT WAS GIVEN TO US.
--TOUCH Student

Jony is the name we are giving to a shy sophomore girl who was a member of a class using the TOUCH Approach at Staples. Jony was so quiet during the first week--she almost always looked at the floor. Yet she willingly participated in trust-building activities with other students. On an evaluation at the end of the first week of class, Jony--a farm girl--wrote, "I'm really starting to wonder where I stand as an individual. I feel I'm gaining confidence in myself. It was neat getting to know each other. In other classes you really don't get that much of an opportunity to meet who you sit next to. I have learned that the feelings you hide are important to friends and other people."

During the second week of class, Jony volunteered with her friend, to be treasurer of the class. When the teacher asked for a volunteer for class chairman, she also volunteered for that! Jony shocked us! She was a shy person with no leadership experience, and here she had volunteered for two leadership positions.

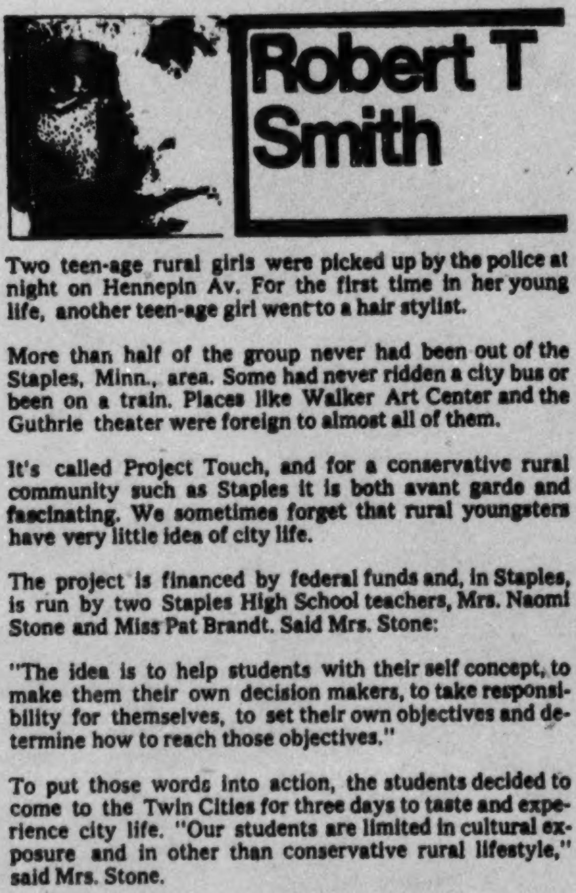
Jony was one of the first students who asked to have a personal conference with the teacher. When she was talking about her personal strengths she said, "I couldn't have talked about these things the first week of class." At the end of the fourth week of class she wrote, "I feel this class is helping me a lot. I am starting to have more confidence in myself and others."

At this time Jony could not yet speak out in front of the class, but she was making several phone calls to Minneapolis and transportation centers arranging the rural-to-urban experience. She became very upset when the lady who answered at the YMCA said, "Why are you calling; why isn't your teacher doing it?" Jony told the class, "It's just like a person who is young is supposed to be dumb."

Jony began to take a stronger leadership role in the classroom during the planning of the rural-to-urban experience as an FHA integrated classroom experience. The class decided to plan, carry out, and evaluate a two-day stay in Minneapolis/St. Paul to orient themselves to city life. Jony followed through with her leadership in all phases of the planning.

On the trip she wanted to prove to herself that she could survive in the city. As we were returning to Staples Jony said, "I learned that you can't always tell who your friends are until you really need them and they don't want to have anything to do with your problems." In Minneapolis, Jony was picked up by police to protect her from a rapist; this was written about in a Minneapolis newspaper column, a column widely read in Staples. When she returned to school, several students called her names including jailbird and prostitute.

The article follows:



Robert T Smith

Two teen-age rural girls were picked up by the police at night on Hennepin Av. For the first time in her young life, another teen-age girl went to a hair stylist.

More than half of the group never had been out of the Staples, Minn., area. Some had never ridden a city bus or been on a train. Places like Walker Art Center and the Guthrie theater were foreign to almost all of them.

It's called Project Touch, and for a conservative rural community such as Staples it is both avant garde and fascinating. We sometimes forget that rural youngsters have very little idea of city life.

The project is financed by federal funds and, in Staples, is run by two Staples High School teachers, Mrs. Naomi Stone and Miss Pat Brandt. Said Mrs. Stone:

"The idea is to help students with their self concept, to make them their own decision makers, to take responsibility for themselves, to set their own objectives and determine how to reach those objectives."

To put those words into action, the students decided to come to the Twin Cities for three days to taste and experience city life. "Our students are limited in cultural exposure and in other than conservative rural lifestyle," said Mrs. Stone.

There are 25 students in the project. The majority decided on the city trip. But two decided they couldn't come because of responsibilities in Staples. "That was a life experience and decision in itself," said Miss Brandt. Eight others dropped out because they were afraid to make the trip.

Incredible? "Not at all," said Mrs. Stone. "No matter what you hear about it's one world, there are still many rural communities in Minnesota that haven't change through the years."

Mrs. Stone and Miss Brandt came to the Twin Cities with 15 students, but the teachers were not chaperones in the old sense. "We were fellow adult members," said Mrs. Stone. Some of the students opted to spend a night with a city family of a student.

But four girls decided to stay in a hotel setting. Their decision. The two girls who were picked up by police, Cheryl Anderson, 17, and Joan Vasecka, 17, went for a walk on Hennepin Av. that night and stopped to talk to a man.

The police had been "planting" on the man and closed in to arrest all three. After suitable identification, the police took the girls back to their lodging. "It was frightening, but a good experience," said Cheryl.

One girl visited a sister living in a Minneapolis apartment. It was the first time the sisters were together in a non-parent atmosphere. "We have never been so close before," said the girl.

For us city dwellers, it all sounds fairly routine. But the Staples students found it an experience that you just couldn't have told them about. They agreed with Carl Rogers, whom they had studied: "The only significant learning is self-discovered, self-appropriated."

They have invited Sibley students to go to Staples to learn about rural life. Self-discovered.

Jony, frustrated and hurt, wrote the teacher a negative note. The teacher responded with a note expressing empathy and positive statements about her behavior. Jony came to the teacher the same day and stated, "I knew that was dumb. I am sorry I ever wrote you that note." She expressed how upset she had been since her parents had grounded her after she told them what happened to her in the city. The teacher called Jony's mother praising Jony's behavior with this given situation on the trip and gave the mother factual information from an adult viewpoint. This led to a discussion between mother and daughter on their communication gap, and the gap began to close.

Naturally, Jony's dilemma was the topic of conversation in class the day following the trip. In fact, it became a FHA concern. Jony and two other students wrote a letter to the editor of the Staples' newspaper explaining their reactions to the experience. This article is reproduced below. Jony later told the teacher, "It's good it happened to me; I found out I could handle a problem myself."

To the Editor:

For those who read about the Project Touch Rural-to-Urban trip in the Robert T. Smith column of the Minneapolis Tribune, the members of the class that participated would like to explain and make corrections on the article. Although there have been both negative and positive comments on the article, we would like to clarify the questions in your minds.

The two girls who were picked up by the police, Joan Vasecka and Cheryl Anderson, decided to go to a movie on Monday evening. While they walked to the theatre a man approached them in a forceful manner demanding that they go with him. As the girls tried to get away, an unmarked police car drove up and ordered the girls to get in. After they found out that the girls were completely innocent they took them back to the YMCA for their protection. All of the students stayed at the YMCA the first night because of its location near the bus depot and its low cost. The YMCA atmosphere led the group to form a close family unit, with students showing deep concern and protection for each other.

Tuesday morning the group left the YMCA and all but four went to visit the Sibley High School to meet Home Ec. students who had planned to have them for overnight guests. The other four made reservations at the Holiday Inn after comparing other hotels and rates and decided to be on their own the last day. These four students graduate this spring and felt they needed the experience before actually going down there on their own. The class members who went home with students from Sibley High School enjoyed activities with their family members and friends.

Wednesday night we shared experiences on the train going back home.

We, the students of this class, deeply appreciated the trust and confidence which was given to us by Miss Pat Brant and Mrs. Naomi Stone on this Project Touch rural to urban trip. A lot of people don't understand why these teachers weren't chaperones in the "old sense" of way. They were along as adult supervisors, but we all agreed that the only way that we were going to learn was to experience everything on our own, for we won't always have someone around to depend on and to have them make decisions for us.

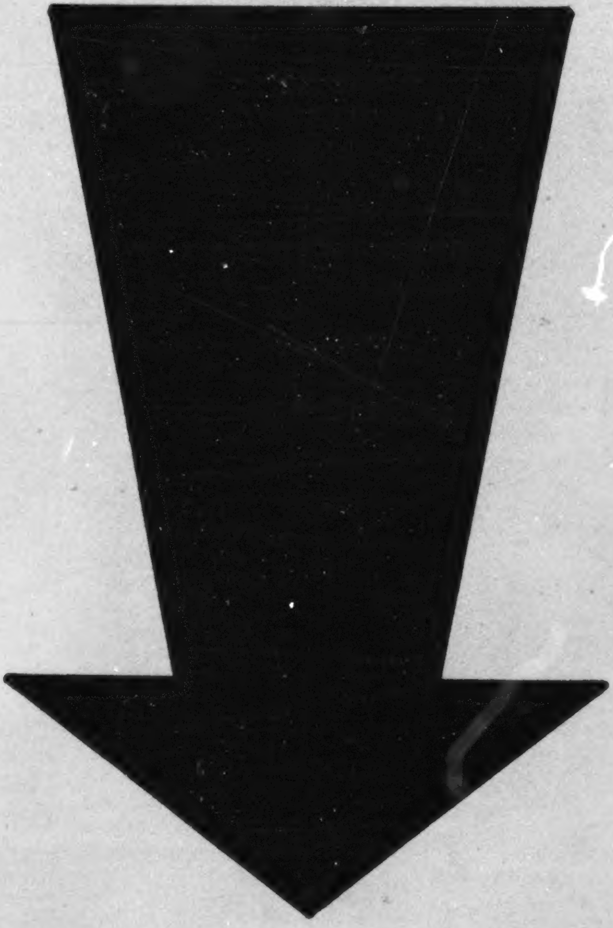
People may question the reason that Project Touch believes students can be responsible for their own learning, discovering life for what it is. This experience we have all shared could never be learned in a classroom situation and we did learn a lot from the entire project.

Cindy Holderbach, Joan Vasecka, Mona Winter

Jony attended a Project TOUCH local advisory council meeting with her mother, who is a council member. As we were modeling the TOUCH Approach in a simulated experience at the meeting, we asked for the advisory members' objectives for future work with the project. Jony volunteered the first objective. When we asked the members to pair off with someone they didn't know very well, Jony immediately moved to her knees on the floor in front of the high school principal and said, "I don't know you very well."

At the end of the nine weeks, Jony felt that she still wanted to develop skills in communication with older people. She had learned to trust adults, to take on responsibility for personal goal setting and use of resources, and she had found that if she had to move to a city because of a job or family, she could make the decision and the adjustment responsibly.

Her final summary statement was, "I have learned that you first have to have confidence in yourself before you can gain anyone else's confidence. Before, I felt that I was only a person and nothing I did turned out right. Well, I've learned that I am someone and the things I do wrong teach me that the next time I'll do them right--learn by mistakes. I know now that a person never gets too old to learn a new experience."



THE TOUCH ALTERNATIVE PROCESS ALLOWED FOR JONY'S PERSONAL GROWTH AS IT HAS DONE FOR MANY OTHER STUDENTS AT STAPLES.

WE HOPE THE FOLLOWING PAGES WILL INSPIRE YOU TO USE THE TOUCH PROCESS IN TOUCHING THE LIVES OF YOUR STUDENTS.

You the Teacher

What's in it
for the humanistic me???

You become a
facilitator, a class
room manager, rather
than a
dispenser of
knowledge.

Because you are no longer tied to the traditional teacher role, you do not have to spend time planning entertainment for your students. Your work is
FREE-FLOWING
and
SPONTANEOUS!!!

You have the opportunity to relate personally with your students.

You don't have to worry about getting all your students together because of their subjection to educational innovations or continental mobility. TOUCH capitalizes on students starting where they're at and building learning experiences suitable to
the
SELF.

The TOUCH Process integrates your favorite learning experiences and your areas of curricular competence with the real world of each student.

TOUCH provides you with an alternate plan to reorganize your resources for direct student use, which will save you time. With the vast amounts of
MATERIALS
available in home economics, a teacher can "lose" resources before she has a chance to use them for students' benefit.

TOUCH is a practical, step-by-step process for providing students with more relevant educational experience in development of their
SELF-CONCEPT,
CAREER GUIDANCE,
and
COMMUNITY LIVING!!!!

What is TOUCH?

It's never easy to describe something new so that the reader receives the meaning intended by the writer. Especially in the case of educational matters, each unique person comes with his own pre-conceived notions and personal backgrounds.

It may seem a little unusual, but that is why we will first tell you what TOUCH is NOT! It is not:

1. a set of learning experiences matched with objectives in curriculum-guide form.
2. a content-oriented plan for teachers to apply in the classroom.
3. a neat and tidy package of instructional materials to prepare students for living.
4. a teacher-oriented process.
5. a plan to have students listen as teachers dispense their knowledge.
6. a pre-planned, cut-and-dried lesson plan for the school year to make things easy for you.

Enough of the "is not's;" what is TOUCH? When you think of the word "touch", physical contact probably comes to your mind. You're right...physical contact, which shows affection, is symbolic of the TOUCH philosophy. As teachers we have seen the dynamic effects of touching students in the classroom.

TOUCH

If my life would be eternal,
I must touch the man beside me.
Clasp the hand, feel the pulse,
Reach beyond the outer shell
Into the depths of Human Soul.
Give to them who would have
Meaning
The identity of being
By the basic sense of being
Touched.
Place my hand in his to welcome,
With no haste to draw away.
Wrap my arm around his shoulder--
Demonstrate my sympathy.
Share my smile or let my tears flow,
Falling warm upon his face.
For like children, man desires
Opportunity to feel.
If my life would be
Eternal,
I must touch,
And make life real.[3]

---

[3] Judith N. Mattison, A Woman's Heart (Minneapolis, 1969), p. 12.

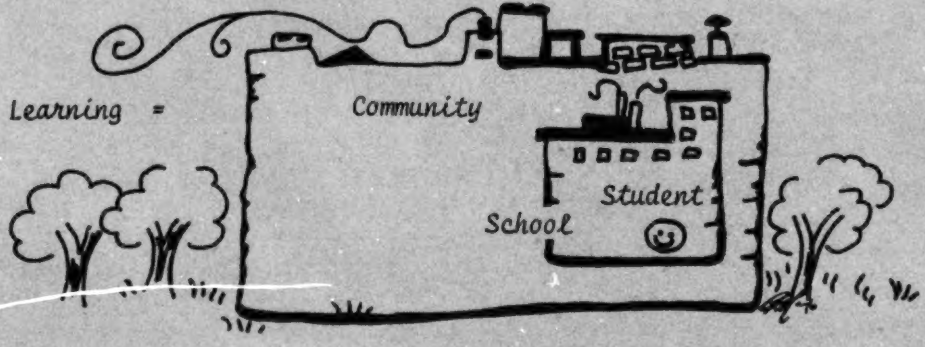
We know that touching others can be beautiful. But how many of us realize that our lives may depend on it? Do you touch your students or do you believe that touching is something that should happen "outside the classroom?" Should you assume that anyone else can touch your students' lives any more dramatically than you can?

If you touch me soft and gentle,
if you look at me and smile at me,
If you listen to me and let me talk
sometimes before you talk,
I will grow, really grow.
— Bradley (age 9)

What else is TOUCH? TOUCH is a learning process which focuses on the skills for living and makes practical coordination of several educational programs and philosophies. Each letter of TOUCH stands for key elements of the philosophy. These include:

T eam Approach for
O ccupational and
U seful
C areer Education--
H umanized

T signifies the TEAM APPROACH. Now don't assume this means two teachers coordinating their teaching. That's not what we mean! TOUCH defines the team approach as "the management of the entire environment from which the student draws upon for his learning experiences." You are perhaps saying, "Well, that's nothing new. Education has always used the entire community for learning." But how much of that is lip service if we are totally honest? TOUCH brings together the entire learning environment for the student through the in-school and community access system, the resource matrix, the students' personal experiences, and specific aspects of the student-plan.



O in TOUCH stands for occupational education. The trends in recent years have been to encourage schools to set up occupational programs in schools to teach students wage-earning skills. This is not a practical way to meet all student needs. Rarely is there a situation which can be found able to fund a great variety of occupational areas so that students have a choice based on their abilities and interests, or provide on-the-job training for the occupational courses being offered. TOUCH creates a practical way to give students skills of employability, the personal skills which will help them sell themselves in obtaining a job and will allow them to successfully continue in their job following occupational training.

Next comes the **U** in TOUCH. Would you think we're crazy if we told you that U stands for Consumer and Homemaking? Originally, TOUCH used the U to identify "Useful home economics." Several states separate home economics into two categories: (1). useful home economics and (2). gainful home economics. We were reminded by the U.S. Office of Education that all home economics is useful or should be. At the present time, vocational home economics is nationally comprised of two components: (1). consumer and homemaking and (2). occupational home economics. TOUCH agrees with this national philosophy: Home economics is the only group that has taken on the responsibility of being the family advocate.[4] We believe family education is useful education.

C stands for the current thrust in education for CAREER EDUCATION. TOUCH chooses to define their concept of career education as the life-long process of development as a fully human person, one who continuously asks himself:

1. Who am I?
2. Where am I?
3. Where do I want to be?
4. How am I going to get there?
5. How am I doing?

As a fulfilled human being, the individual will be educated for his multi-career roles as a worker, family member, individual, community member, and consumer in the economy. Educated in the "TOUCH-sense" means being able to mature as a fully human being. This means that the person develops his potential through increasing his openness to new experiences and increasing his trust in his own capacities. Are you educating in the "TOUCH-sense?"

> *IT IS BETTER TO CREATE THAN TO BE LEARNED;*
> *CREATING IS THE TRUE ESSENCE OF LIFE.*
>
> *Georg Barthold Niebuhr*

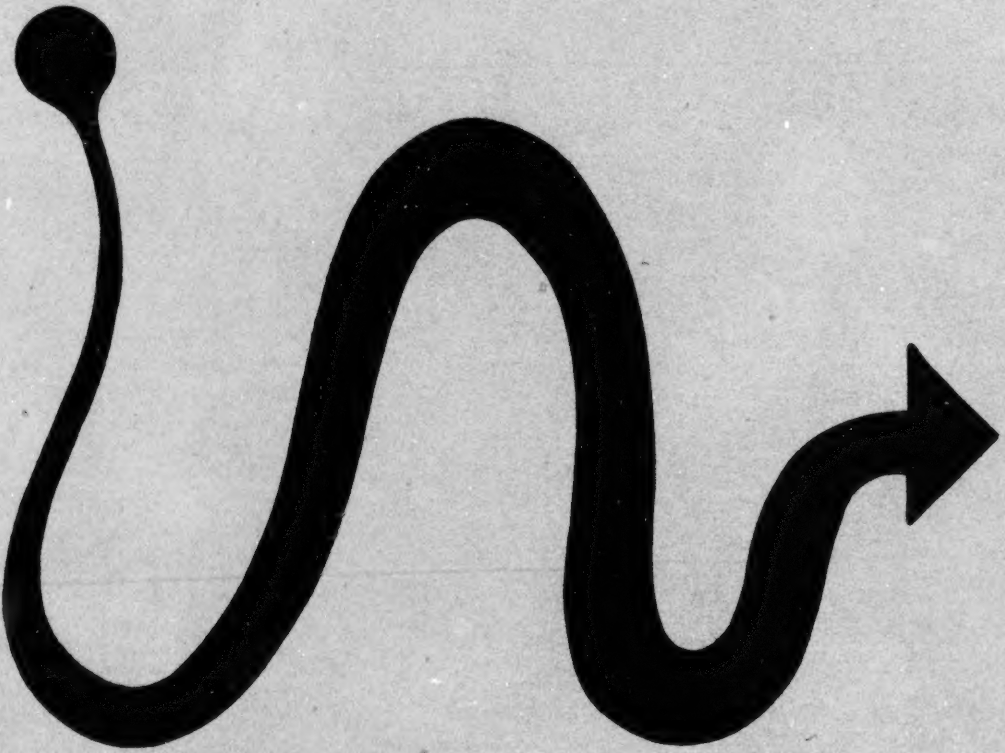
---

[4] Pierce

H in TOUCH stresses the concept of HUMANIZATION. The only way you can become a better teacher is by becoming a better person... becoming more human. Teachers often vastly under-rate the effect they can have in touching a human being's life, and through him, reaching into the future to touch the lives of countless others. You are your most important resource. The single, all-encompassing and only justifiable goal for education is, or ought to be, to help develop more human human beings. All else should be subservient to this end. That means we need to define more clearly our human potentialities for growing so that we proceed to the free choice level.[5] A focal process of TOUCH is to build trust within the classroom and through it achieve true human encounters. Of course, to trust another person is to risk potential injury but also the only way to achieve humanization.

> "It really cleared my mind of a lot of the phoniness that had built up in me over the years. I have never been so honest with others as in the last 9 weeks."
> --TOUCH student

The TOUCH process is backed by the philosophy presented in the preceding paragraphs. You undoubtedly have raised many questions to this point. Good! Now let's see how the process works.



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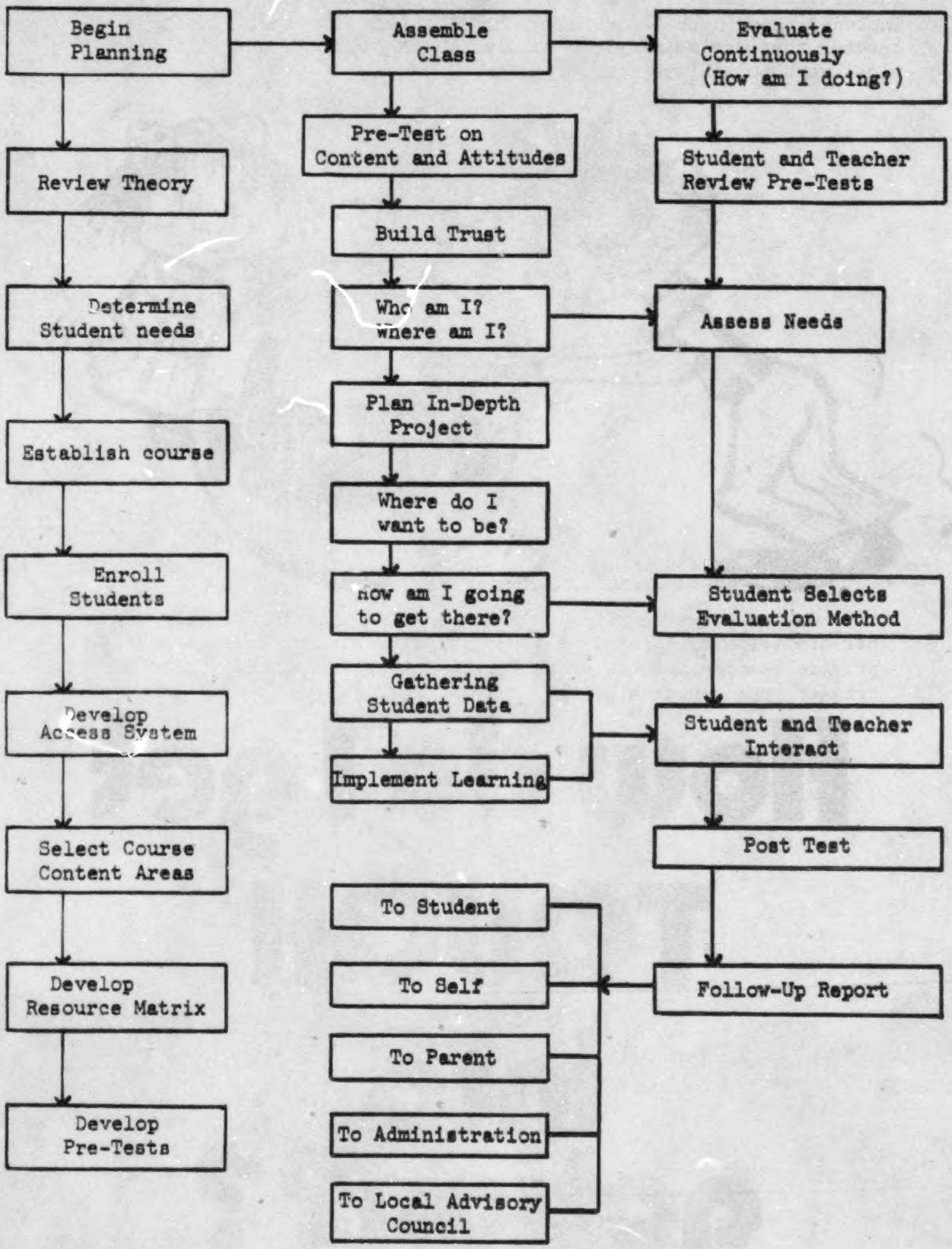
[5] John Valusek, Educational Horizons, "On Humanizing Education," Vol. 52 (Fall, 1973), p. 48.

To this point we have not provided an alternate method for you to achieve the student outcome behaviors and goals identified. Theoretical bases (you have heard most of these bases, but we've included them in the section Why TOUCH?) are important, but to a teacher they are meaningless unless they are accompanied with practical ways to achieve their reality.

We are not attempting to tell you that this is the only way nor the best way to achieve TOUCH objectives. Our purpose is to provide example methods which you can either adopt, adapt, or use to trigger your own creativity.

How do I get TOUCH into action??

FLOW CHART SEQUENCE


Begin Planning
Review Theory
Determine Student needs
Establish course
Enroll Students
Develop Access System
Select Course Content Areas
Develop Resource Matrix
Develop Pre-Tests
Assemble Class
Pre-Test on Content and Attitudes
Build Trust
Who am I? Where am I?
Plan In-Depth Project
Where do I want to be?
How am I going to get there?
Gathering Student Data
Implement Learning
To Student
To Self
To Parent
To Administration
To Local Advisory Council
Evaluate Continuously (How am I doing?)
Student and Teacher Review Pre-Tests
Assess Needs
Student Selects Evaluation Method
Student and Teacher Interact
Post Test
Follow-Up Report

THE TEACHER'S CHECKLIST

DIRECTIONS: You may use this checklist as a guide in your work progress as well as that of your students.

I. PRELIMINARY PLANNING:

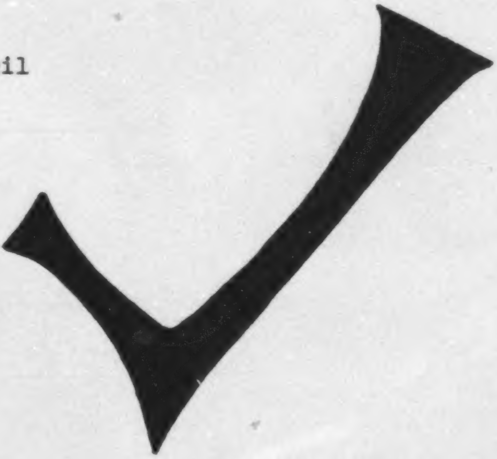
_____Review learning theories
_____Set up course offerings
_____Student enrollment
_____Set up access system to resources
_____Select course content areas
_____Develop resourse matrix
_____Develop content and attitude pre-test

II. CLASS ASSEMBLES:

_____Cognitive and affective pre-testing
_____Trust-building in the classroom
_____Student management plan--Who Am I? and Where Am I?
_____Use of Impact for in-depth project planning
_____Student management plan--Where Do I Want To Be?
_____Student management plan--How Am I Going To Get There?
_____Gathering of student data on learning plans
_____Implementation of students' learning programs

III. CONTINUOUS EVALUATION (How Am I Doing?):

_____Student and teacher: Interactions on assessments
_____Post-testing
_____Follow-up reporting to:
    _____Students
    _____Self
    _____Parents
    _____Administration
    _____Local Advisory Council



Sequencing of the TOUCH Alternative Approach

THE TOUCH ALTERNATIVE PROCESS is made up of many parts, but again the process in which these components are utilized is the vital and unique contribution to education. Education is not neat and tidy; there are many elements involved no matter what teaching style you use. In that way the TOUCH Approach is nothing different. But you will soon see that with TOUCH you take the pressure and center of attention off the teacher as the student becomes responsible for his own learning under teacher guidance.

> "It offers a variety of content areas for the student to choose from. It allows for in-depth learning. It gives a teacher more time to see the student as an individual and to meet their needs. It lets students learn the way or ways they learn the most."
>
> -- A TOUCH Teacher

The attitudes of the teacher are a key to the problem of predicting the type of classroom atmosphere which will be maintained. It would be an oversimplification of the problem to assume that the differences between teachers can be completely explained in terms of attitudes toward children, toward teaching, toward the school, toward subject matter, etc. Certainly the differences are the result of numerous factors, including academic and social intelligence, general knowledge and abilities, social skills, personality traits, energy, values and teaching techniques.[6]

REVIEW LEARNING THEORIES

Each student is a unique individual with a personal level of need and readiness to learn. Listed here are several learning theories upon which there is substantial agreement. Research on the relationship between beliefs and behavior in teaching has found that teachers' behavior in the classroom is strongly influenced by what they believe.

1. A motivated learner acquires what he learns more readily than one who is not motivated.

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[6] Walter W. Cook and others, Minnesota Teacher Attitude Inventory Manual, The Psychological Corporation (New York, 1972)p. 3-4.

2. Motivation that is too intense (especially pain, fear, anxiety) may be accompanied by distracting emotional states, so that excessive motivation may be less effective than moderate motivation for learning some kinds of tasks, especially those involving difficult discrimination.
3. Learning under the control of reward is usually preferable to learning under the control of punishment. Correspondingly, learning that is reinforced by success is preferable to learning reinforced by threat of failure. Even though the theoretical issue relating to efficiency is still unresolved, the practical outcome must take into account the social by-products which tend to be more favorable under reward than under punishment. Rewarding positive behavior will discourage negative behavior.
4. Learning under intrinsic motivation is preferable to learning under extrinsic motivation. Intrinsic motivation is from within the person; extrinsic motivation is that which comes from an outside source.
5. Realistic goal setting leads to more satisfactory improvement than unrealistic goal setting or no goal setting. Individuals need practice in setting realistic goals for themselves, goals neither so low as to elicit little effort nor so high as to fore-ordain failure.
6. Active participation by a learner is usually preferable to passive reception when learning (i.e., an inquiry strategy is usually preferable to a lecture or a motion picture).
7. Meaningful materials and meaningful tasks are learned more readily than nonsense materials and more readily than tasks not understood by the learner.
8. Information about the nature of a good performance, knowledge of his own mistakes, and knowledge of successful results aids learning.
9. Transfer to new tasks will be better if, in learning, the learner can discover relationships for himself, and if he has experience during learning of applying the principles within a variety of tasks.
10. A person learns most when he is happy.[7]

♥ ♥ ♡

♡ P.S. Don't forget to check this task off on the Teacher's Checklist! (page 19)

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[7] Illinois Teacher, IX, No. 3, 1965-66.

SET UP COURSE OFFERINGS

If a student is to be free to make choices, then the courses he or she takes should be set up to meet his needs. The courses should be evaluated each year by the teacher, student and advisory council. Set up courses based on your students' needs; students and local advisory members can help determine the needs and priorities for courses. The content areas for courses are to be selected from the access system. Again students and local advisory members can be instrumental in this process. Be sure to get this listing to the proper school official if your school supplies a registration booklet, or put together a registration booklet that lists the course offerings and their descriptions. It will help your enrollment if you advertise your courses by talking with classes, putting up posters, and passing out handouts. Make the registration booklet available in key areas of the school where students cluster. Sell what you have to offer! A sample description in home economics might be:

This Is Your Life: Learn how to live comfortably as a single or married person. Become a wise consumer in the selection of a place to live and what you buy to satisfy your needs and wants within your lifestyle. The sky's the limit when you dream about your choices for the future. P.S. Learn about banking, credit, insurance, and investments in a personal style.

Dating: How do you develop a meaningful relationship with the opposite sex? Learn how to ask for a date either in person or by phone. What can we talk about on the date? Exploring dating etiquette, going steady, premarital sex, and personality traits that lead to successful mating can be a part of this course. The class decides on a dating experience during the course.

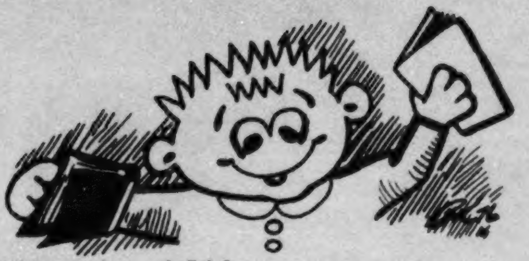
Housing Today: Do you plan to live in a mobile home, remodeled home, or geodesic dome? You will learn how to make the most of your home environment, inside and out, in relationship to the community. "How to deal" with a realtor becomes a reality. This is an opportunity for the potential architect or family member to learn the process of providing housing that will meet individual needs.

Dine On A Dime: Food costs are rising! What can one serve with a limited budget? Emphasis will be on selection and preparation of nutritional foods that meet your income. The student will also learn the effect of government policies on food prices, food preservation, and consumer technique.

STUDENTS ENROLL IN COURSES

Students register in courses which they feel will interest them and meet their needs.

SET UP AN ACCESS SYSTEM TO RESOURCES



> I read a lot of good articles on Philosophy of Life in the access system-- it was really neat!
> --TOUCH student

A constant struggle for most teachers is keeping a filing system up-to-date and usable. In home economics vast amounts of print and non-print materials are produced and come into the hands of home economics teachers. Often little of this actually comes into the hands of the students when they need it. This isn't because you do not want them to get it, but often the material is impossible to locate, becomes filed in teachers' files, or is discarded. It is a frustrating problem. Present filing systems are designed for teacher use, and we could find nothing in home economics in workable organizational form for direct student use of resource materials. In a personalized program a teacher cannot dispense materials; it defeats the basic personalizing philosophy. As we searched for a system that would work, we learned of the system used by our local agri-business instructor call Ag-Dex. That system is built upon the U.S. Office of Education publication called Standard Terminology for Curriculum and Instruction in Local and State School Systems. The positive response by teachers and student users of the Ag-Dex indicated that a similar system would work for home economics and other subject areas.

We call the coding system which we adapted for home economics the TOUCH Access System. The TOUCH-DEX is the index which lists and defines the content areas of home economics with corresponding code numbers to tell the student and teacher users where to locate information on the home economics content areas in the files.

You may be inwardly thinking, "It's ridiculous to waste precious time organizing another filing system. I'll just open up my own files for student use." That's fine, but here are a few reasons you might want to try the TOUCH Access System:

1. It completely organizes and explains the entire field of home economics.
2. It provides students with an index which can guide them to resources rather than allowing their dependency on the teacher to distribute the materials.
3. It is an efficient and effective way to keep resources up-to-date. Students and teacher aides can add or delete from the files.
4. Standard Terminology is the most recent publication known for a standardized coding method.
5. The basic code numbers are presently in use by the U.S. Office of Education and the State Department units.

6. The numerical coding was established in relationship to the total curriculum and was usable for a complete breakdown of home economics.
7. It is a possible vehicle for expediting the transfer of resources nationwide, from state departments to local school systems, and among local schools. That means materials could be pre-coded and dropped into the files upon receipt.
8. All teachers who use the TOUCH Process felt this access system is necessary and workable.

A METHOD TO PROVIDE ACCESS

1. Set up your files in the resource center of your department.
2. If you are a home economics teacher, set up five basic sections within the total file cabinet or plastic cube space as identified in the TOUCH-DEX: (a) Team Approach, (b) Consumer and Homemaking, (c) Occupational Home Economics, (d) Career Education, and (e) Humanized.
3. You can use file guides to identify the basic areas such as Child Development 09.01 02 00 00, Consumer Education 09.01 04 00 00, etc. Place the code number on the file guide tab followed by the title of the areas as named above. The numbering system may seem cumbersome at first but the numbering system has been easy for students. In the number 09.09 02 00 00--09. stands for home economics, 01 stands for consumer and homemaking preparation, and 02 stands for child development. In the number 09.02 03 00 00--again the 09 signifies home economics, but the 02 indicates occupational preparation and the 03 is food management, production, and services.
4. For maximum ease we use hanging folders for the main subdivisions under the basic areas. For example under Clothing and Textiles, you would use the hanging folders for Construction 09.01 03 01 00, Fashion 09.01 03 02 00, Textiles 09.01 03 03 00, and Wardrobe 09.01 03 04 00.
5. For the topics listed under the minor subdivisions, we use manila folders. For example, Alteration 09.01 03 01 01 under Construction would be a manila folder.
6. Tab each file folder with the code numbers from the access system index on a gummed label--one code number on each file folder. For easy use, it is helpful to color-code areas: i.e., blue folders for Child Development, red folders for Clothing and Textiles, etc.
7. On the gum label on each file folder, we put the code number and/or the title. Under this label we place the cross reference numbers which apply, if any.
8. Code the materials and file folders; use the code number and/or the title. A student or para-professional may have some difficulty determining into which folder they should place an article when the emphasis is not clear by the title. This could occur when filing an article called

"Explaining Sex to Your Child." It could go under Family Health: Family Life Education, Family Relations: Parent-To-Child, or Individual: Human Sexuality. The article would most correctly be filed under Family Health: Family Life Education, where the definition reads: "The physical, psychological, sociological, and emotional aspects of growth toward maturity and the biology of reproduction as it is taught by the family to the child."

9. You may wish to set up a checkout system for materials from the access system and have forms available for student use.

TITLE ____________________
# ____________________
NAME ____________________
DATE ____________________

FORM

Set up a box where students can drop the forms before they take out materials.

10. Be prepared to explain the use of the access system to students and show them that it is theirs and they are responsible for its upkeep. A Master Copy of Student Directions for the Access system is located in the Appendix. Again, it is only an example and is amendable.

We recommend that the student be provided with an individual copy of the TOUCH-DEX. Also involve the students in the organizational and operational management process. You may want a student helper each hour to check in the materials and refile them. They can also encourage students to add to the system. It is known that students will take more responsibility in utilization and maintenance of property if involved in the process.

The TOUCH philosophy does not allow for penalizing the student if he damages or fails to return a resource item. This will only discourage his positive participation. A positive approach can be taken on a one-to-one basis with the student. You might say, "You must be enjoying the article you have checked out. I hope you will return it as soon as you are finished so that another person has the opportunity to use it."

If your department serves a large number of students, it may save your time in the long run to consider the following alternative. Instead of filing multiple copies of an article in the access system, place only single copies there and set up an extra-copy system for students checkout use. In that system, students would use access system copies in the classroom only and extra copies for checkout overnight use.

Use your creativity and make other adaptations to meet your individual needs. Any filing system is only as good as the materials within it. But don't forget, now is the time to get organized as a classroom manager of resources!

SELECTION OF COURSE CONTENT AREAS

The teacher selects the content areas from the access system which will guide the students. The content areas selected are in concurrence with the course description in the registration booklet. The content areas selected from the access system for the pilot phase course, "The Family in World Perspective," were:

_____Citizenship
_____Dissolvement of Marriage
_____Functions of the Family
_____Nature of the Family
_____Types of Families
_____Cultural Differences
_____Family Life Cycles
_____Future of the Family
_____Senior Citizens

Remember that students and local advisory members are helpful in this process!

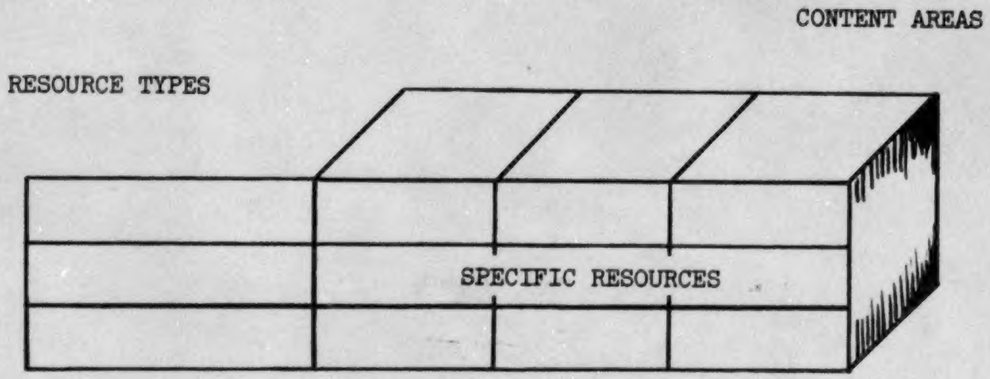
The teacher then lists the selected content areas on page three of the student management plan, Where Do I Want To Be? The student management plan is designed so that it can be taken apart for your ease in photocopying or mimeographing the content areas you have selected onto this page. Then you can reassemble the booklets for the students use or involve students in the reassembly procedure.

DEVELOPMENT OF THE RESOURCE MATRIX

The teacher completes a resource matrix for classroom display to guide students to the available in-school and community resources.

> TO ME THE RESOURCE MATRIX WAS NEW AND INTERESTING, IT WAS KIND OF FUN. * TOUCH Student

By definition, a matrix is an orderly array of elements; the array is in the form of rows and columns.[8] Formation of the resource matrix involves three major steps: first a list of the content areas for the course are entered in the row across the top of the matrix, second the resource types are listed in the column on the left-hand side of the matrix, and third specific resources are filled into the blank spaces in the appropriate column and row.



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8. Interim Report: Secondary Vocational Curriculum Development Program (Detriot Lakes, Minnesota, 1974), p.10.

Below is a portion of the resource matrix used for the pilot phase course, "The Family in World Perspective." The teacher blocked out the matrix on a 4X5 sheet of paper and taped it together for easy folding for file folder storage.

RESOURCES	CITIZENSHIP	DISSOLVEMENT OF MARRIAGE	FUNCTIONS OF THE FAMILY
Community Members	Mr. Manold Mrs. Phybl Ms. Triebe	Mr. Larson Rev. Smith	June Long Lorraine Roth
Access System	09.03 01 04 00	09.01 06 02 02	09.01 06 02 04
Movies	"The Next Two Hundred Years" Jan. 12	"The Blue Collar Family" Dec. 3 "The Widow" Jan. 17	"The Blue Collar Family" Dec. 3

Suggested resource categories for the left hand column of the matrix are:

- --Community members- names of faculty, parents, business and other Team Approach (community access system) related to the content area.
- --Access System- The code member corresponding to the above listed content area.
- --Movies- List title and date of arrival under each content-related area.
- --Filmstrips
- --Transparencies
- --Books- List titles related to content area and names of related topics to use searching for magazine articles through the Reader's Guide to Periodical Literature.
- --Other

The use of the resource matrix will help the student learn to be selective in choosing resources that will give greatest benefits.

TO ME THE RESOURCE MATRIX WAS A HELPFUL DEVICE IN LEARNING... AND MADE ME MORE INDEPENDENT.

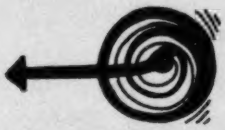
Not all the resources listed may be suitable for a specific student, nor is the list a complete list of everything available. It is only a guideline created by the teacher to assist the student in the location of resources. On the top row of the resource matrix also include the headings: Philosophy of Life, Value Clarification, and Roles. These resources will enable the student to complete the Who Am I? segment of their management plan, drawing from the available resources in each category. Student directions for use of the resource matrix are located in the appendix.

DEVELOPMENT OF A COGNITIVE PRE-TEST

"A cognitive test is simply a device for obtaining a *sample* of student behavior."[9] For the student and teacher to assess student content learning and competency, a cognitive pre-test may be used. Because with the TOUCH Approach the teacher does not determine what the precise content learning will be, he cannot write a pre-test based on specific content learnings. However, the teacher can set basic instructional objectives based on major generalizations in each content area and then construct the test based on these objectives.

A TOUCH Objectives Matrix is included as the number one item in the appendix of this manual. On it you will see that there may be learnings from three segments:

1. what students know (cognitive)
2. what students feel (affective)
3. what students do (psychomotor).



Some of the learnings on the objectives matrix should be accomplishments for students in every course; others are applicable to specific courses only. You may create your own adaptations and additions.

Keeping in mind the levels of learning defined by Bloom, we suggest that the pre-test include one lower-level (knowledge or comprehension) and one higher-level (application, analysis, synthesis, or evaluation) question on each content area's objectives. Included here is the list of questions asked on the pre-test for the course, "The Family in World Perspective:"

1. Name three cultures and two sub-cultures which have unique family life styles.
2. What are three ways a marriage can be dissolved?
3. Identify the stages of the family life cycle.
4. What do sociologists predict for the future of the family?
5. What purpose(s) do families serve?
6. What factors in society have an influence on the family?
7. Identify and describe three types of families based on the function of the family.

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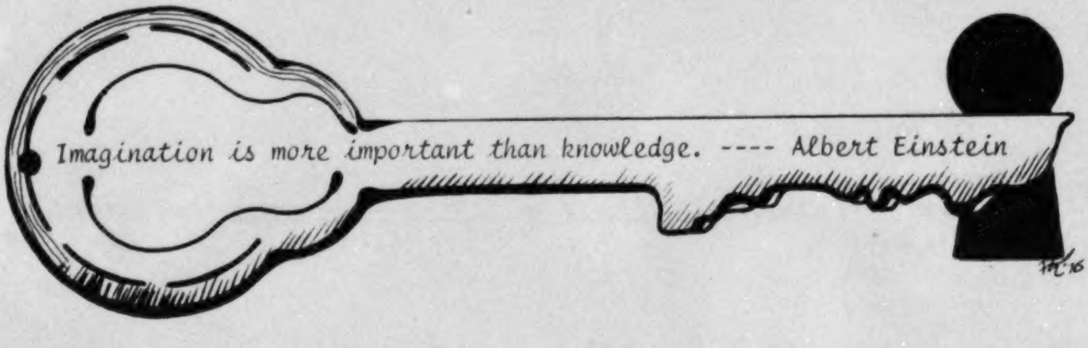
[9] Norman E. Gronlund, *Stating Behavioral Objectives for Classroom Instruction* (New York, 1970), p. 39.

8. Distinguish between life styles of two cultures.
9. Write a proposed plan of action for a 35-year old man with two daughters--aged 9 and 11--whose wife leaves him for another man.
10. Identify the considerations a couple makes for themselves in preparation for their last child leaving home.
11. Evaluate the predictions made by sociologists for the future of the family.
12. How has the changing role of women in America affected the function of the family?
13. Formulate a plan which a national leader could implement so that his society could improve family life.
14. What changes would a family undergo who was forced to move from a rural polygamous society to an inner-city in the United States?
15. Define the word "citizenship."
16. Evaluate whether or not you are a good citizen.
17. What are the major problems of the senior citizen in our society?
18. Propose a plan which would solve a major problem for our community's senior citizens and is a plan which you could carry out.

An alternate to the written cognitive pre-test is simply giving students a post-test based on questions and objectives which they establish for their personal learning in the student management plan. Because the written test obtains only samples of learning anyway, this would serve as a more highly personalized measure. If one could really free himself from the traditional approach of concern for hard statistical data in written form, how much simpler it would be for the teacher. Even more important, the student would have a more real life learning experience in assessing his own growth in the cognitive domain.

Alternatives include:

1. sharing learning verbally with the teacher
2. tape-recording learnings during the course
3. creating a product that conveys his growth
4. anything else that you or the student's imaginations will add.


Imagination is more important than knowledge. ---- Albert Einstein

EXPLANATION OF AFFECTIVE PRE-TESTING

Due to the fact that TOUCH is providing a practical process which operationalizes the affective domain, we have prepared an instrument called the I Check-up for the teacher and student to use in evaluating self-concept growth. A companion to the I Check-Up is the You Check-Up which is completed by a student's choice of associates.

The affective domain includes those objectives that emphasize feeling and emotion, such as interests, attitudes, appreciation, and methods of adjustment. A complete description of the major categories in the affective domain with examples of behavioral terms is found in Gronlund's book.[10] The concept of the self being re-introduced into education was influenced by the writing of Combs and Snygg. They proposed the maintenance and enhancement of the self. They further declared that all behavior, without exception, is dependent upon the individual's frame of reference. Their insistence on giving major importance to the ways in which people see themselves and their world was a significant contribution to psychology and education.[11]

The I Check-Up and You Check-Up, teacher-developed affective pretests, are based on educational writings and expert opinion throughout the United States. Because very little has been created in affective measurement for use by students in the classroom, we designed the Check-Ups to fill a gap which we believed needed filling. We believe they will also help your students.

The instruments could be used by all students in the first course they take which uses the TOUCH Approach. In subsequent courses the instrument can be used as necessary or when the student feels there has been a personal change. We suggest that you give them to the students at the beginning of the course. Further evaluation may be completed by giving the students the same instruments midway through the course as well as its ending. It will provide personalized feedback to each student. Each student may record his progress on the I Check-Up Profile. The Check-Ups and Profile masters are located in the Appendix.

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[10] Gronlund, p. 18-20.

[11] William W. Purkey, Self Concept and School Achievement (New Jersey, 1970), p.6.

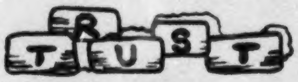
CLASS ASSEMBLES

Administer the pre-tests: the cognitive test which you have developed and the affective tests included in the Appendix. You will want to tell your students the reason for pre-testing, a guide for the student to measure his own growth. This is another way to personalize the learning process. Here is an example of what you might say,

> *The process by which you will learn in this class will help you to see your personal growth; it will also help you become better prepared for your career, whatever it might be; and it will orient you to community living. It is necessary for you to have some way to show your progress during the next ____ weeks (length of the course) so we are asking you to take these pre-tests before we start the course. The results of these tests will be available tomorrow and I hope they will help you see where you are at and where you want to go.*

Results and comments on the pre-tests will give most positive help to the student in assessing his needs if given back promptly. Students will begin to recognize the real benefit of evaluation if it is carefully and completely explained. (Point out the contrast between learning from mistakes and being labeled a failure because of mistakes.) TOUCH facilitates the continuous growth process of learning from success and failure.

TRUST-BUILDING



Each of us needs to be supported as a person and the realization of this mutual interdependence is one of the vital factors in personality growth and fulfillment. The value of any class depends on the dynamics of group process, perhaps even more directly than the course materials. The depth of activities depends on class members' attitudes, the atmosphere of trust and acceptance within the classroom situation. Great importance is placed on the students getting to know one another and learning to share personal thoughts openly.

As the class begins students hesitate to share their feelings; they need time and experiences to feel out the group and see if they will be accepted. As a teacher, you need to be open and honest with the students, sensitive to their needs. John Holt says in How Children Fail that teachers in a teaching situation can be no more successful in the classroom than they can be in their marriages without the quality of sensitivity. He says, "There is as much intellectual intimacy in the teaching-learning relationship as there is emotional intimacy in a marriage relationship."[12]

---

[12] John Holt, How Children Fail (New York, 1964).

This intimacy cannot be achieved immediately because class group members will often be wearing protective masks. It is necessary for them to test out other members of the group. As they gain self-confidence and confidence in group members, the degree of sharing ideas and opinions intensifies.

The next stage is a natural consequence of group process, namely a deeper level of sharing--the sharing of significant experiences, relationships, and feelings--a greater opening up to the group as a whole without anxiety or fear.

If class members are secure enough they will eventually experience the final state of successful group process--a deep sense of group cohesiveness and solidarity. To succeed at this the teacher needs to be aware of the dynamics of group process and the student needs to be willing to relate content and learning experiences with his own life. It requires patience and a realization that classroom atmosphere is primarily established by the attitudes the teacher projects to the students. Student response relates to how much you trust, accept, understand, and search together with them. We suggest that you read Self-Awareness Through Group Dynamics by Richard Reichert.

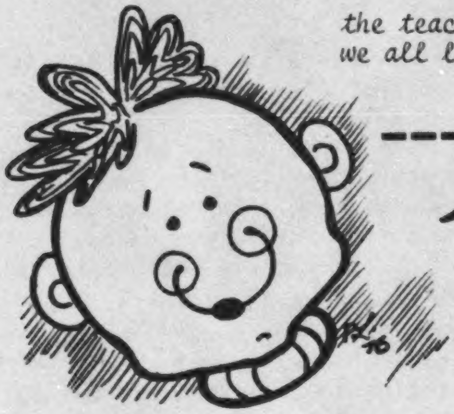
Trust

"We can talk about the things we want,
we all decide what we want to do,
we discuss things openly,
we can sit where we want in whatever position;

TRUST

TRUST

the teacher worked with us and didn't teach us--we all learned together!"



Here is an example trust-building process for the first day of class, following pre-testing: (Remember that the physical environment is important--sit in a circle of close proximity on the floor that allows each person to have eye contact with everyone else).

The teacher says,

It's not always easy to share feelings, but today I want to share with you what I am feeling. These posters reflect them. (The teacher displays posters which deal with openness and sharing--encountering.) Rationale is given for building trust within the class. A student deserves to know the reason for a learning experience. Ignorance breeds fear, which would definitely counteract the objective of building trust.

The success or failure of our class depends on your willingness to relate and share experiences. If we are going to become real people we need each other's support, recognition, and trust. The depth of growth depends on attitudes, the atmosphere of trust, and acceptance within the classroom.

The following activities are a series of activities which we used to build trust in our classroom. Several books are available which describe trust-building activities--use those most suited to you and your students.

Choose someone you know and talk about your feelings in relationship to the song I will play, "Lost in a Lost World." (The words are located in the Appendix.) Two pairs join together and react with your feelings to the song, "You've Got To Be Carefully Taught." After you have listened to it, join quartets so that you are in groups of eight and listen to the song "Children One and All." Then share your personal feelings about the song.

This took the time of a forty-five-minute class period. Several students did not let down their defenses, and some seemed quite negative towards relating outside their own clique. Do not be discouraged, though; these students are often the ones who show the most drastic positive changes later in the course.

We had to really encourage the students to "move." As I joined a group one girl said to another, "Now that I've told you how I feel, will you at least say hi to me in the hallways?"

The second day of class, the song "Take Off Your Masks" was playing as the students came into the classroom. The students got into their circle and after listening to the words, we reacted to the song as a total group. In the center of the circle, the teacher placed a mask and a poster which stated, "To have changed often is to have grown much." After some of the group members had responded, I asked, "Was it easier for you to share in pairs or as the total group? Why?" Most students felt that it was less threatening to talk with one person than to "open your mouth in front of the whole class."

IT'S EMBARASSING YET--
I'M SO SHY!

Then the students were given a slip of paper and a paper sack with smiling faces printed on them. They were to write on the slip of paper a response to the question, "What would you like other class members to do to make it easier for you to be yourself in class?" Each wrote their response and put their slip in the paper bag. They passed them in the same direction around the circle until the facilitator said "stop" and each person took a turn at reading the paper in his sack. Responses included:

I would feel more comfortable if everyone would talk to each other and me, and just have everyone quit thinking they're better than me.

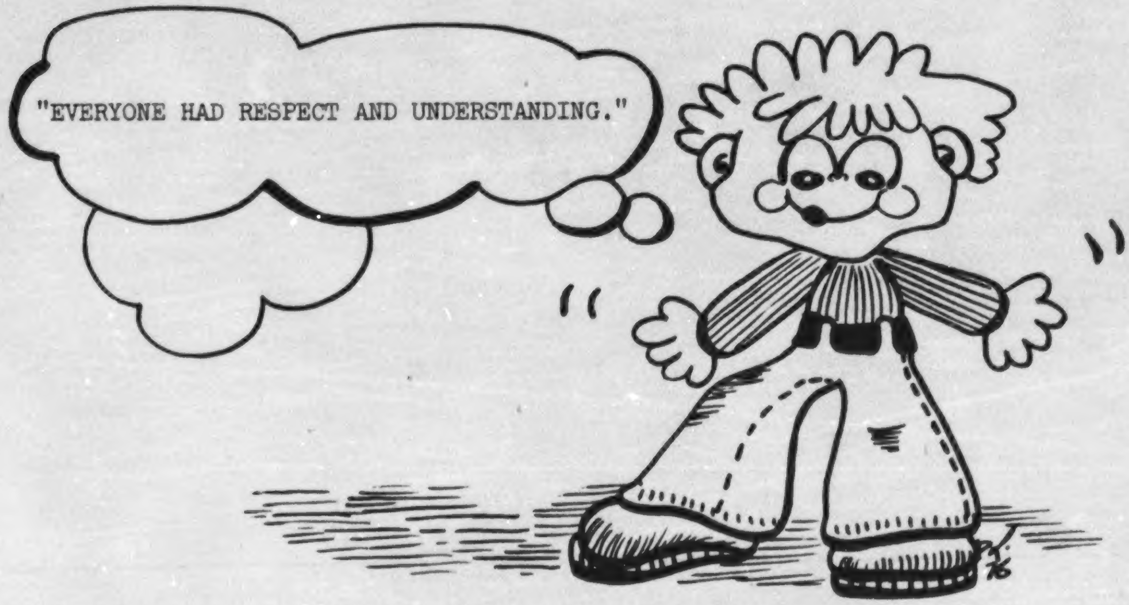
Let me know them for who they really are.

Have them accept me the way I am and let me make mistakes without being smart about it.

Try not to be so self-conscious.

Listen and react honestly; they don't have to agree with me.

To summarize the day we talked about wearing masks and the teacher read the poem "Don't Be Fooled By Me." The words to this poem are also in the Appendix. There was a feeling of close communion in class at the end of the session and students interacted freely without teacher-talk. One student asked for the poem after class and told how she was going to share it with her boyfriend to see if he would open up. As she left class we both had tears in our eyes and she said, "Thanks for the neat class."


"EVERYONE HAD RESPECT AND UNDERSTANDING."

The third day's theme was that trust develops from self-disclosure. In the center of the floor circle was placed a poster saying, "Love is approaching each other center to center." At the beginning of the class period, I explained how as teacher I still saw the need to share personal experiences more openly and that I had found an exercise which might help. This was a depth-unfoldment exercise. Each student spent fifteen minutes thinking and jotting down notes on the important personal facts and experiences and their happiest moment. Approximately half of the students shared within a time limit of three minutes per student.

The fourth day we continued the depth-unfoldment exercise. This was the do part of the learning experience. To move into the look stage of the learning experiences, students responded to the following questions:

1. How did you feel when you spoke?
2. How did you feel when others spoke?
3. How much do you remember of what others said?

To bring the students to the learn level, we talked about the difficulty involved and the risk that is undertaken when we honestly and openly tell others what we feel. Students also responded with the feeling that unless you share openly, you would never learn from each other.

The fifth day, the teacher introduced a movie about a man on the street expressing his thoughts about other people. The movie was "Bill Cosby on Prejudice." (This movie can be rented from Pyramid Films.) The teacher asked the students to listen not only to what the man was saying but also to how he said it so that they could compare the way he came across with their personal manner and attitudes. The students viewed the movie and the discussion questions included:

1. How did he look?
2. What were his mannerisms or gestures?
3. What attitude did he portray?
4. Do you think that the man on the street likes himself?
5. How can you compare his attitude and the way he comes across with your own relating to people?

Some student responses were:

> "We're prejudiced because we don't always let others express their opinions."
>
> "We talk about others instead of discussing ideas."
>
> "We think others have the problems instead of looking at ourselves."

One student added: "I learned that I better remember that everyone is important."

Any media which relates to the course your students are registered for may be used at this time in the course for the purpose of student involvement in group discussion and self-evaluation of personal behavior during the discussion. This will further help the teacher identify students' strengths and weaknesses. Encourage student leadership in the discussion. By this time, you have built greater trust in the classroom. Your students will be more ready to accept learning and relating with each other.

...on to the student management plan →

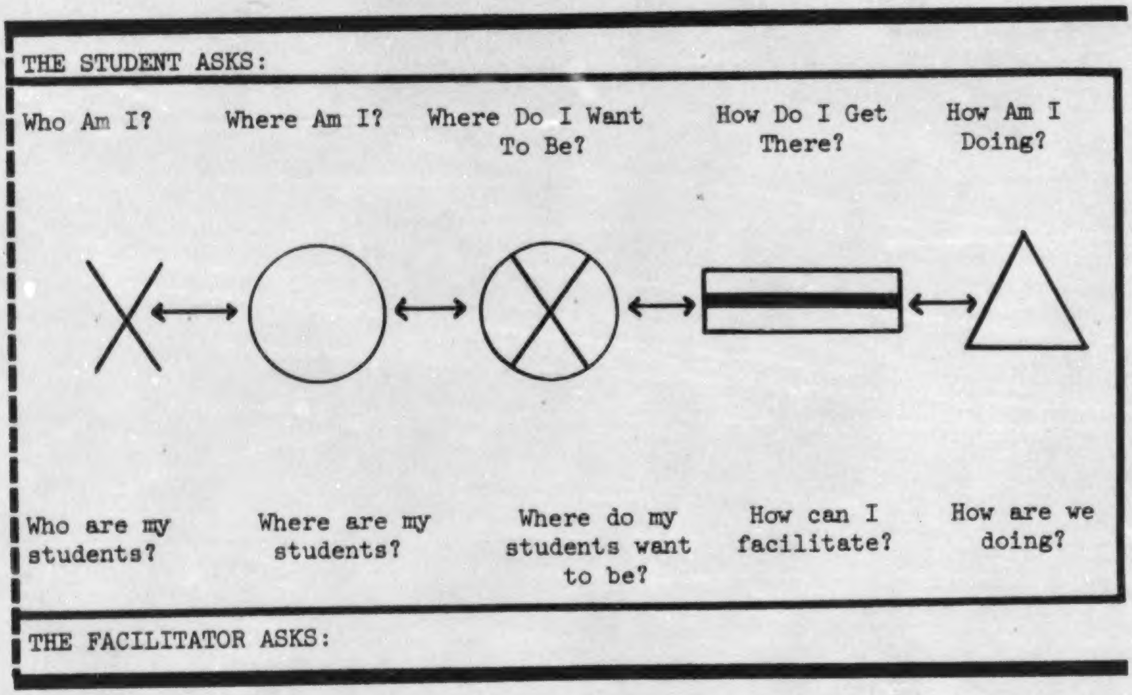
THE STUDENT MANAGEMENT PLAN

We feel it is important here to give you a brief summary of how the student management plan was developed. The key features (excluding the Who Am I? section) are taken from the curriculum development model developed by Johnson and Peterson.[13] This is a highly individualized instructional system with students planning their own learning experiences under the general guidance of the instructional manager, the teacher.

By definition, we see curriculum as the learning experiences designed by students under the general guidance of the teacher.

As the students are using the management plan, they are not being controlled by a standard curriculum guide. The teacher can draw upon available curriculum guides in making additional suggestions for learning experiences to students, but they should be encouraged to take the major responsibility for learning.

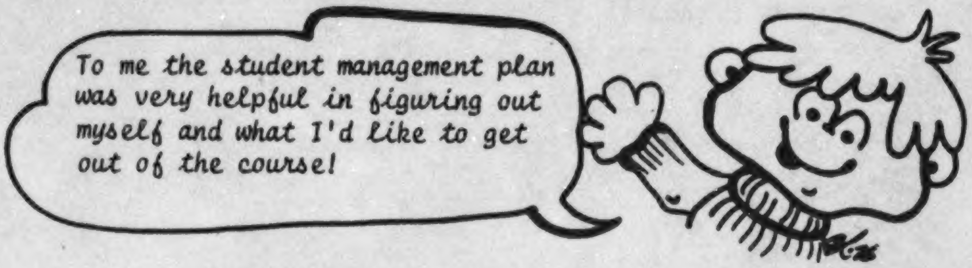
At the same time the student asks himself the five basic questions upon which the learning process is based, the teacher concerns himself with similar challenges. The following model conceptualizes this process.


THE STUDENT ASKS:
Who Am I?
Where Am I?
Where Do I Want To Be?
How Do I Get There?
How Am I Doing?
Who are my students?
Where are my students?
Where do my students want to be?
How can I facilitate?
How are we doing?
THE FACILITATOR ASKS:

---

[13] Sherman Johnson and Milo Peterson, Getting Started in Farming (New Jersey, 1955).

In the original project proposal we saw this model as a step-by-step progression with students beginning at the Who Am I? level and proceeding question-by-question. During pilot testing of the model, it became obvious that each of these steps was inter-related and the students would continuously question themselves at all levels.


To me the student management plan was very helpful in figuring out myself and what I'd like to get out of the course!

When our students receive their student management plans, they are given to them in booklet form, in a pocket folder, preferably one which is brightly colored. The teacher encourages a student to individualize the folder and make it unique to his or her personality. The students really appreciate getting a gift from the facilitator for class use. A common remark was, "Do I really get to keep this?" This folder becomes the students' personal property and the facilitator needs to establish a trusting relationship before talking about the students' responses in the management plan. The facilitator must respect the student's privacy and be willing to wait for the student to share. Express to the student that she can appreciate their need for privacy, but that she is anxious to help them discover more about themselves and that she will hold all information in confidence. As an alternative the teacher can hand out seperate sheets of the student management plan as the student is ready for them.

So that the students understand the management plan, we suggest you "walk through" it with them. Explain that it is a process which can be applied to all of life's experiences. It is comprised of the five basic questions:

1. Who Am I?
2. Where Am I?
3. Where Do I Want To Be?
4. How Am I Going To Get There?
5. How Am I Doing?

After the student sees that the first two sections help him discover himself, his abilities and interests, he uses his management plan for the following:

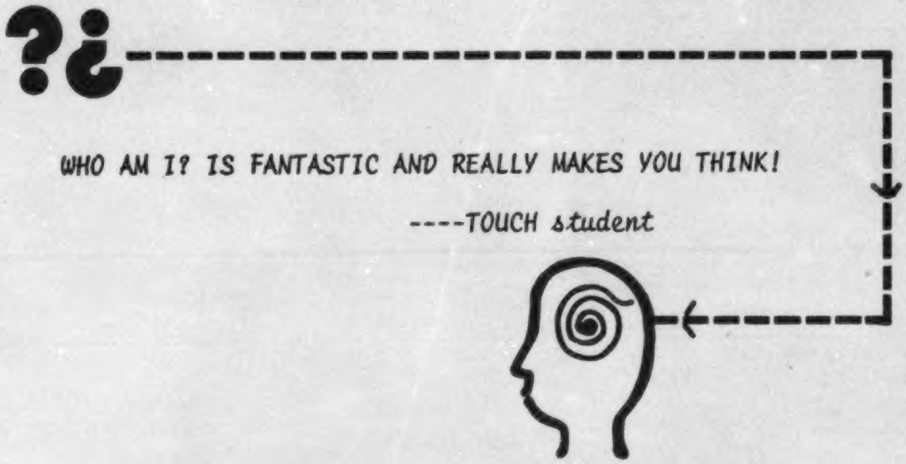
--to select content areas
--to decide how he wants to learn
--to set course objectives
--to determine whether or not he is learning

You may want to give an example for the use of the management plan to the students and have them work out an example as a group. Here is the example we used with the course, "The Family in World Perspective." "A boy's parents were getting a divorce and he was terribly hurt. He wanted to find some constructive ways to deal with his feelings and identify some ways to prevent divorce in case he ever wanted to get married. He could use tools listed in Who Am I? and Where Am I? for growth in understanding himself and then select the content area for the course called "Dissolvement of Marriage." The learning experiences which he might follow through could be:

1. asking his parents what they feel caused the divorce
2. talking with a clergyman about causes of divorce
3. viewing a filmstrip on successful marriage
4. reading books or articles from the access system on divorce
5. writing a diary of his learning, his findings, and experiences during the course for evaluation.

In the following sections we will describe to you the implementation of each portion of the Student Management Plan. We will attempt to answer your question: "How does it work?"

WHO AM I?



WHO AM I? IS FANTASTIC AND REALLY MAKES YOU THINK!

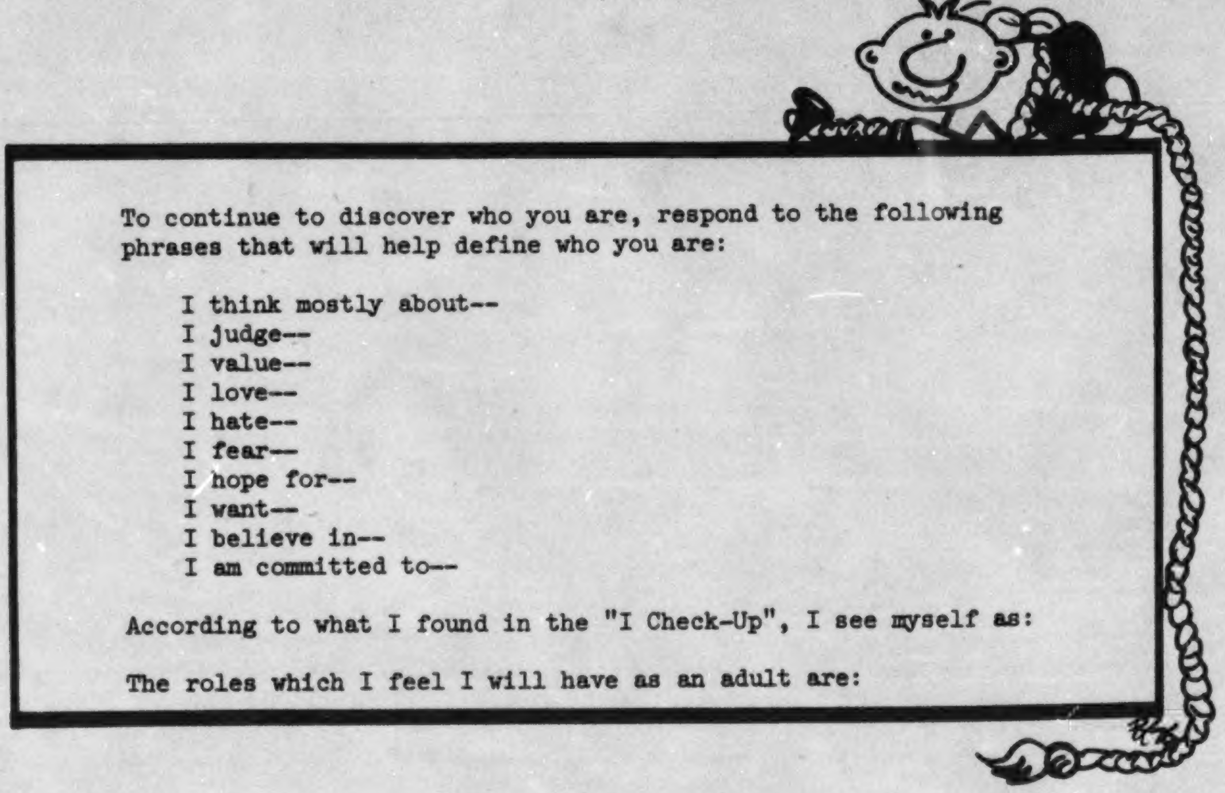
----TOUCH student

This component of the student management plan deals with your students' development of self-concept. Along with the teacher's positive reinforcement, Who Am I? in the student management process helps bring student growth in the ways listed below. These criteria which indicate a positive self-concept, were developed by the TOUCH local advisory council and TOUCH staff with revisions coming from several consultants. Some indicators of students' positive self-concepts are:

a. makes constructive verbal communication in the classroom group
b. states that he feels respected by adults
c. interacts with new people
d. interacts with persons at different age levels--pre-school through the aged
e. supports his own opinions and decisions when there is a differing viewpoint
f. remains on the subject or topic of discussion
g. can be the center of attention without becoming self-conscious
h. shares his personal feelings--his real self--at appropriate times

i. states that he feels that value is placed on his feelings
j. shows tolerance of others' feelings
k. accepts self-discipline
l. states that he has friends
m. states that he feels he is at peace with himself and others (feels he is OK)
n. states that he feels he can cope with his life roles
o. states that he feels he is ready to be put on a job situation
p. identifies roles which he feels he will have as an adult

Only as the student develops a positive self-concept will he actually find meaning in his learning. This learning is ignored by Impact and the curriculum development model designed by Johnson and Peterson and described by Dr. Philip Teske.[14] We see it as vital! The Who Am I? page of the student management plan asks the student to respond to this:



To continue to discover who you are, respond to the following phrases that will help define who you are:

I think mostly about--
I judge--
I value--
I love--
I hate--
I fear--
I hope for--
I want--
I believe in--
I am committed to--

According to what I found in the "I Check-Up", I see myself as:

The roles which I feel I will have as an adult are:

In order for students to grapple with the question Who Am I?, they will need resources with which to work, experiences for growth, and facilitator guidance. Resources are listed on the page opposite the Who Am I? questions in the student management plan. This is a list of the resources in the management plan:

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[14] Alfred H. Krebs, The Individual and His Education, Second Yearbook of AVA (Washington, D.C., 1972), p. 52-64.

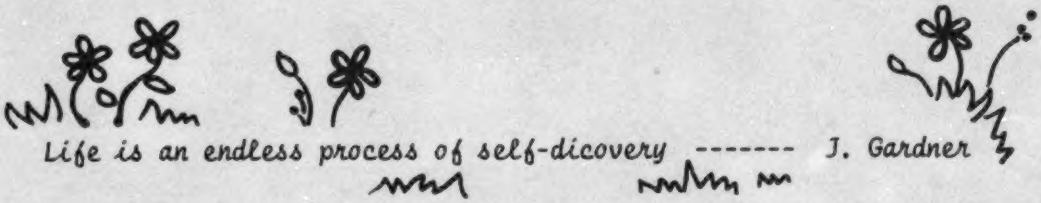
WHO AM I? RESOURCES

Check the resources that you use to help discover yourself--

_____I Check-Up
_____You Check-Up
_____Encounter by FHA/HERO
_____Who Are You and What Is Your Potential?
_____What Are Your Attitudes
_____About Me
_____Resources listed on the Resource Matrix under:

    _____Philosophy of Life
    _____Career Guidance
    _____Value Clarification
    _____Roles

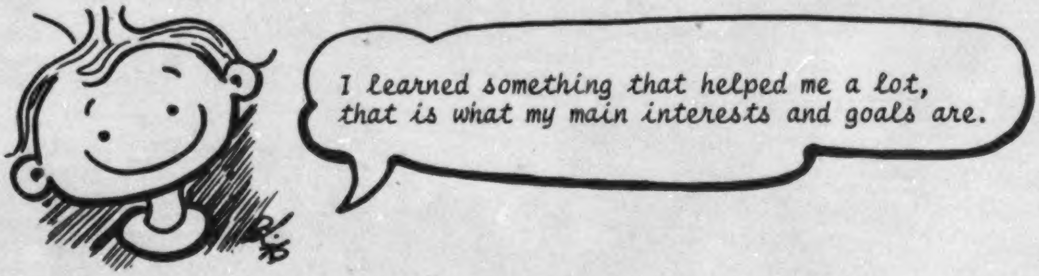
Because resources quickly become dated, we suggest that you continuously search out and evaluate new materials with your students. As the students work on the Who Am I? component of their management plan, encourage their self-motivation to use Encounter and the other Who Am I? resources. Talk with students personally about the effects of positive and negative self-concept on day-to-day living and the importance of recognizing change in self-concept. The Who Am I? segment of the management plan will need to be updated as the students' self-concepts change.



Life is an endless process of self-dicovery ------- J. Gardner

WHERE AM I?

This second phase of the management plan facilitates the student assessment of personal strengths and needs.


I learned something that helped me a lot, that is what my main interests and goals are.

As the student begins this phase, he assesses his career development and his orientation to community living, the remaining two TOUCH Process goals.

The TOUCH local and national advisory councils developed a listing of experiences a student should complete in a better orientation to personal career development. They are:

1. explores job possibilities
2. identifies jobs or occupational areas which he feels are suitable for him
3. identifies his abilities for work
4. identifies his interests for work
5. states at the end of the course that he has a more realistic perception of himself in relationship to his selection of various occupations and job clusters, paid or unpaid employment

The councils felt that students should complete the experiences listed below to develop a better orientation to community living:

1. describes the lifestyle which will accompany a potential occupational choice
2. talks with one or more resource people or the teacher about community living or has a rural-urban experience
3. describes at the end of the course how he differently views community life as compared with his viewpoint at the beginning of the course
4. demonstrates he has a more realistic perception of community living situations

We believe that education has a key responsibility to help students assess themselves.

Anyone who imagines that all fruits ripen at the same time as the strawberries, knows nothing about grapes.

---- Philippus Paracelsus

The Where Am I? segment of the student management plan facilitates this goal. Where Am I? directs the student in the manner which is drawn out on the following page. You will find the complete student management plan for student use allows more space for student responses.

You will have several roles in the future which are part of your career of life. Using the tools on the opposite page which you feel will help you, summarize your abilities and interests for being a worker, family member, and community member in the chart below. The lists at the bottom of the opposite page give example interests and abilities to get your thinking started. Do some creative thinking about yourself!

	WORKER	FAMILY MEMBER	COMMUNITY MEMBER
What I Do Well (Abilities, skills, and talents)			
What I Like To Do (Interests)			

Describe the way in which you see community life and being a community member.

What jobs or job areas do you feel are suitable for you?
What will the lifestyle likely be that goes with those jobs or job areas?
What do you already know that you feel relates to the content of this course? (The course content areas are listed on the next page of the plan; review how you did on the course content pre-test).

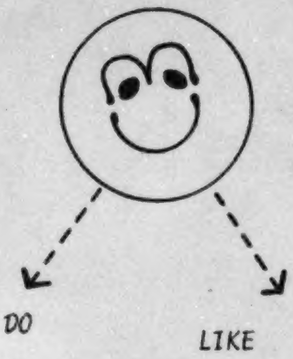
The resource information printed opposite the Where Am I? page in the management plan is included here:

_____Personality Rating Scale (social, physical, psychological)
_____Attitude Assessment (psychological and cultural)
_____OccuScan (occupational)
_____Counselor's Records (academic and social)
_____Minnesota Importance Questionaire (attitudes and values on occupations)
_____Do I Have What It Takes To Reach My Goal? (creativity)
_____Home visit with the teacher
_____Classroom conference with the teacher
_____List others you use below:

This is a list of several interests and abilities. The lists may help give you ideas as you assess your own interests and abilities for your career of life in answering Where Am I?

Abilities

leadership
food preparation
public-speaking
music
art
reading
writing
decision-making
humor
intelligence
sewing
communication
art of loving
salesmanship
sportsmanship
first aid
driving
swimming
mechanics
child care



Interests

talking with people
athletic activities
poetry
children
traveling
animals
career areas
reading
building
fashion
food
opposite sex
homes
cars
motorcycles
religion
music
parties
movies
art

The tools listed for the students' use in assessment are described on the following pages. The teacher may need to encourage and guide students in selecting appropriate assessments based on the particular student's needs. Hopefully the information which follows will give you the necessary background for appropriate student guidance.

The PERSONALITY RATING SCALE is adapted from Introduction To Family Life and Sex Education.[15] The traits enumerated change at various periods in the individual's development, sometimes through conscious effort and sometimes as the individual responds to changing life conditions and opportunities for interaction with significant others who change self-concept. The checklists may be used by the individual periodically. Encourage him to seek out definitions for vocabulary new to him. The Personality Rating Scale is located in the Appendix.

The ATTITUDE ASSESSMENT is adopted from the Pilot Phase of the Minnesota State Educational Assessment. According to John Adams,

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[15] Rose M. Somerville, Introduction to Family Life and Sex Ed. (New Jersey, 1972), p. 216.

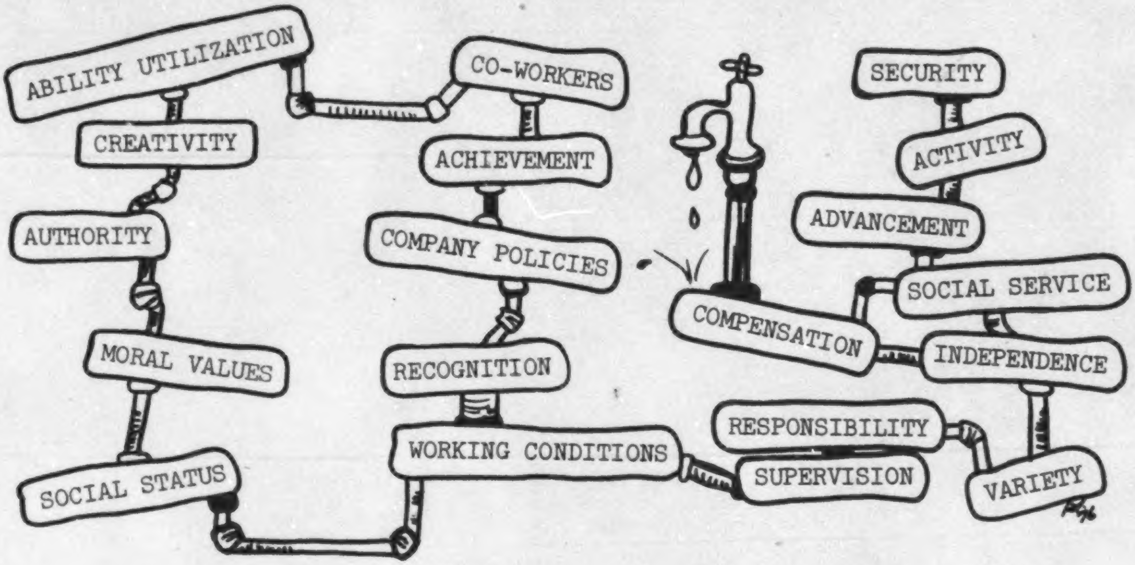
Director of State Curriculum, the test items have meaning for all students. This attitude assessment measures attitudes toward school and school achievement, school atmosphere, self-concept, citizenship, and attitudes toward careers and the world of work. In the development of the Minnesota Educational Assessment, it was originally thought that the assessment survey could be drawn primarily from existing affective instruments. However, review of the attitudinal tests used in other states revealed that none of them were totally appropriate and also that the validity and reliability of such measures were not much greater than that which could be achieved in Minnesota after a year of pilot testing. The Minnesota Educational Assessment pilot phase cautions that although the paper-and-pencil technique may be helpful, it is less likely to reveal real attitudes and values than other techniques such as interviews and observations. This may be particularly true for students with low self-concepts who may be prone to respond in the way they think they should feel rather than how they really feel. Validity was established only by means of "experts" opinion. Because the affective domain is in such an embryonic state, it was difficult to determine just who the "experts" were in the affective testing domain. We have developed a post-attitude assessment which directly relates to the items on the pre-assessment, the only difference being total school orientation versus course orientation on the first few items. This assessment is also found in the Appendix.

OCCUSCAN is an assessment tool which relates occupations or clusters with personal abilities and interests. Listing and describing 400 occupations, the student here can determine which occupations or clusters will be suitable for him. OccuScan is available from Science Research Associates.

THAT BEANBAG LOOKS COMFY!!
RCS

COUNSELOR'S RECORDS are a source of data containing personality profile ratings by teachers and standardized test scores. If the student feels this information will be helpful, we advocate the student personally visiting with the school counselor. If the teacher relates the information to the students, there may be a greater margin of error in interpretation and in confidentiality.

The MINNESOTA IMPORTANCE QUESTIONAIRE was developed to measure vocational needs, need being viewed as a "need for specified reinforcing conditions in the environment." Dimensions included are presumably common to most working persons in American culture, and are conceptualized as need sets. The authors hypothesize that individuals' need sets depend on their having had experiences with the reinforcers appropriate to the needs represented in the set. Needs are also viewed as subject to change depending on the amount of work experiences. These variables are measured:


ABILITY UTILIZATION
CREATIVITY
AUTHORITY
MORAL VALUES
SOCIAL STATUS
CO-WORKERS
ACHIEVEMENT
COMPANY POLICIES
RECOGNITION
WORKING CONDITIONS
SECURITY
ACTIVITY
ADVANCEMENT
SOCIAL SERVICE
COMPENSATION
INDEPENDENCE
RESPONSIBILITY
SUPERVISION
VARIETY

The MIQ is a 100-item self-report questionaire, with content considered relevant to all job holders. The respondent is asked to state the degree to which he considers each item as an important attribute for his "ideal job." Five response alternatives range from "Very Important" to"Very Unimportant." Items are worded for a fifth-grade reading level. Directions are clear and there is no time limit. It is self-administering with an average respondent time of fifteen to twenty minutes. Computer scoring is available.[16] The tests may be obtained form the University of Minnesota Vocational Psychology Research, Elliot Hall, Minneapolis, Minnesota 55455, at a minimal cost. Students like and benefit from their own computer printout.

DO YOU HAVE WHAT IT TAKES TO REACH YOUR GOAL? is a tool to help students explore their own attitudes and feelings related to self-confidence, achievement-motivation, and creative potential. It is excerpted from "Self-Encounter," copyright 1973, by Lawrence Smalheiser, Ph. D., and is published by Price/Stern/Sloan Publishers, Inc, Los Angeles, California. The questions, not your score, are what can lead you to really encounter yourself. Psychologist Smalheiser says, "If any one question in the series moves you to a point of self-exploration and, hopefully, thereafter to self-growth, then that should be enough." The three testing areas are important in every part of our lives and particularly in the career area. This tool is also self-scoring, and it is located in the Appendix.

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[16] Dale G. Lakes, and others, eds., Measuring Human Behavior (New York, 1973), p. 165-66.

HOME VISIT WITH THE TEACHER is also a choice for the student to assess abilities and interests in a comfortable and familiar environment. Most states have guidelines and regulations for home economics home visitations. Many insights can be gained for the student from parental involvement.

A CLASSROOM CONFERENCE WITH THE TEACHER periodically during the course may help the student summarize needs assessment tools that the student has been completing. It is often difficult for the student to make generalizations; as a facilitator of life-long learning skills you can do much to help the student glean summaries from the assessments which he chooses. Examples of questions you might ask a student are:

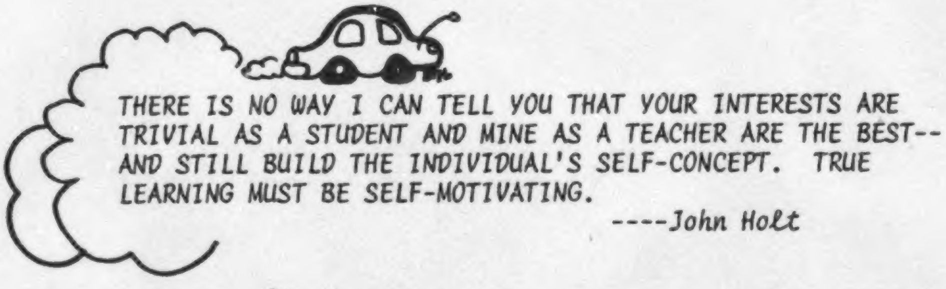
> Are you aware of the roles that you take as adults in our society?
>
> What qualifications do you have to be a strong family member, worker, and community member?
>
> What changes do you feel you need to make for personal improvement?
>
> Would you want to be the same person tomorrow that you are today?
>
> Do you feel good about where you are?
>
> Is that important to you?
>
> I see you as saying.....
>
> Do you see any ways that I can help you?

During a personal conference, the teacher will need to use interpersonal communication skills such as paraphrasing, feedback, and active listening. At this time, the teacher may also suggest other Where Am I? resources which he feels will help the student.

All of these needs assessment tools will meet needs of students in some area related to their personal career of life.

WHERE DO I WANT TO BE?

Where Do I Want To Be? is the component of the management plan where the student sets personal goals as a worker, family member, and a community member; selects content areas for the course he feels will meet his needs; and writes personal course objectives.



THERE IS NO WAY I CAN TELL YOU THAT YOUR INTERESTS ARE TRIVIAL AS A STUDENT AND MINE AS A TEACHER ARE THE BEST--AND STILL BUILD THE INDIVIDUAL'S SELF-CONCEPT. TRUE LEARNING MUST BE SELF-MOTIVATING.

----*John Holt*

The opposite page in the management plan guides the student with instructions for writing learning objectives. The Where Do I Want To Be? pages of the student management plan help the student begin to take responsibility for his own learning.

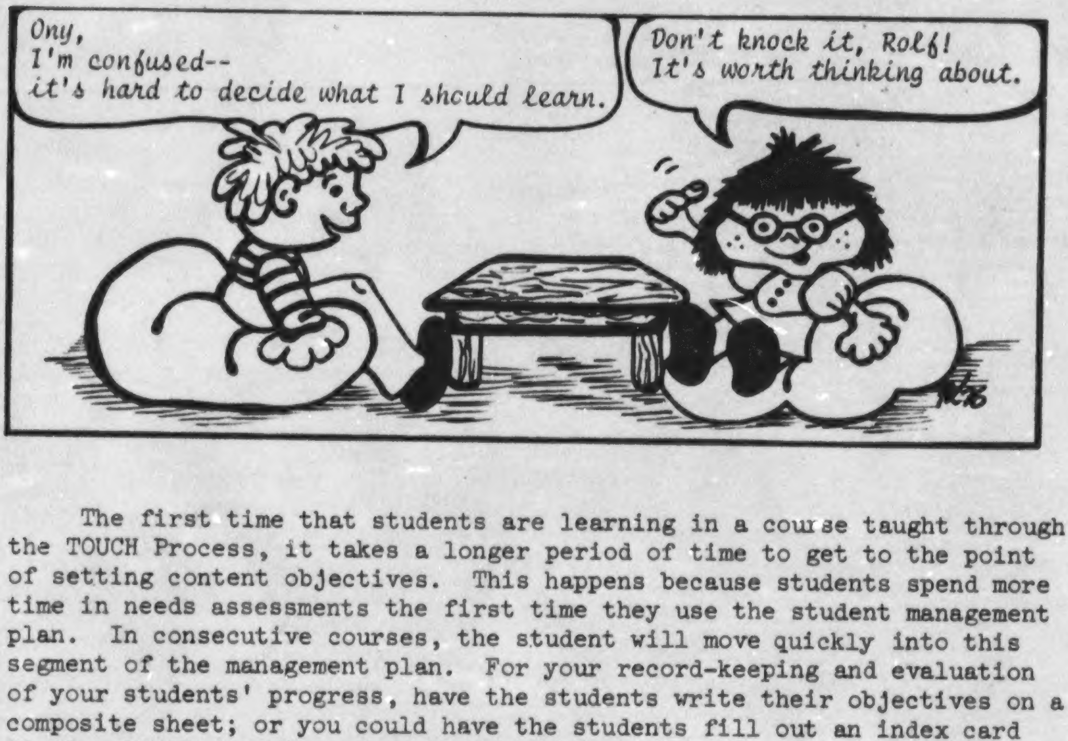
The students will require varing degrees of guidance at this level of the management plan. Questions which may help the student are:

How do your objectives relate to the content areas you selected?

Do you have any personal problems which relate to the content areas of this course?

Why did you list these objectives?

You might want to prepare a hypothetical case relevant to your particular students where you identify a typical student, list his life goals, select content areas from the course which would help him reach his goals, and set the objectives within those content areas. At the same time, involve the students in the selection of methods from How Am I Going To Get There? of the student management plan which they feel would be appropriate to the objectives. An evaluation alternate could be related to the above design to add to the example's effectiveness and to give the students a total picture of the process.


Ony,
I'm confused--
it's hard to decide what I should learn.
Don't knock it, Rolf!
It's worth thinking about.

The first time that students are learning in a course taught through the TOUCH Process, it takes a longer period of time to get to the point of setting content objectives. This happens because students spend more time in needs assessments the first time they use the student management plan. In consecutive courses, the student will move quickly into this segment of the management plan. For your record-keeping and evaluation of your students' progress, have the students write their objectives on a composite sheet; or you could have the students fill out an index card listing their objectives and the time schedule by which they plan to meet them. This could also serve as feedback to you. You can file the cards for quick reference as to the objectives of each student. If you prefer, this same information can be recorded on the composite data sheet, but we found it more time-consuming to use that method.

Example objectives for students in the course "The Family in World Perspective" included:

I want to learn what my five most important values are.

I want to find out what causes divorce.

I want to learn the marriage differences of Mexicans.

When the student has completed this section of the management plan he should have a clear idea of his course objectives and his reasons for selecting them.

> IF THE TEACHER IS INDEED WISE HE DOES NOT BID YOU ENTER
> THE HOUSE OF HIS WISDOM, BUT RATHER LEADS YOU TO THE
> THRESHOLD OF YOUR OWN MIND.
>
> ----*Kahlil Gibran*

HOW AM I GOING TO GET THERE?

This segment of the student management plan deals with the student's selection of learning methods, location and selection of appropriate resources, and selection of meaningful personal evaluation. Those students who feel they learn best in a group get together to determine how their content areas and objectives may coincide. This may be the perfect time to initiate the election of a group chairperson and secretary who will take responsibility for leading this decision-making process. The students may agree on large-group learning experiences, small groups, paired, or individual work. Show your students who want to learn in a group how to use Impact to plan their learning. All of the learning methods are adopted from Standard Terminology for Curriculum and Instruction in Local and State School Systems and are listed and defined in the Humanized section of the TOUCH Access System for the students' selection. We advise you to completely integrate youth group activity into the classroom situation. This can help your students develop leadership qualities, develop skills in group cooperation, and recognize the value of group decision-making in planning and executing in-depth learning experiences.

> *"I learned Impact is an excellent way*
> *to organize an activity."*
>
> ----*TOUCH student*

At the How Am I Going To Get There? stage of the management plan, students can be brought together to develop an in-depth project as a total group. The project will relate to students' course objectives, trying to meet each student's personal needs. An Impact kit which explains the total process can be ordered from AHEA Headquarters, 2010 Massachusetts Avenue Northwest, Washington, D.C. 10036.

When the student or student group has selected the learning methods by which he wants to learn, he is ready to use the resource matrix. As a teacher you will find that students need self-motivation to become involved with the resource matrix until they understand it and see how it can work for them. The teacher works with each student as he develops his strategies for reaching objectives. It may be done as the students desire to learn: large group, small group, or individually.

IF HIS UNDERSTANDING FAILS, HAVE PATIENCE WITH HIM.
----Solomon

Your students also have a personal choice in the evaluation process. The process of evaluation has for a long time been a major concern of educators. Traditionally, educators have emphasized the end product of evaluation by developing instruments to measure the learnings of students at the end of the educative process. These instruments are typically used to assign grades to students. Did you know that eighty per cent of the tests given are cognitive? However, in recent years the humanistic movement has begun to alter the traditional way we have looked at education, and as a result, how we look at evaluation. Educators are beginning to look beyond the product of learning to the process of learning and beyond the product of teaching to the process of teaching. At the same time, the person in evaluation receives greater emphasis. Traditional evaluation tends to treat the student as a non-person. The content was covered in class, the test covered the content, the student took the test and scored a certain percentage which was then translated into specific grades on their report card. The student was merely the conduit through which the process was channeled. Each year the students changed, but the process was repeated.[17]

The TOUCH Approach personalizes evaluation by allowing the student to make decisions about how he will evaluate learning progress in the How Am I Going To Get There? segment of the student management plan.

I've had to make a lot of decisions in this class.

The student and teacher can together consider the student's background, particular experiences and learning needs, and the characteristics surrounding the student's learning situation. Several choices are listed in the student management plan because students are not all equally capable of performing well on the same evaluation device. Methods of evaluation should give students the chance to demonstrate their strengths rather than dramatize their weaknesses.

> *"In school you usually sit in a classroom and stare at a teacher for 6-7 hours a day, they give you an assignment and then a test, and then they find out you don't know it so you study it for 6-7 more weeks--boring!"*
>
> *----High School Student*

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[17] "Trends in Evaluation," Tips and Topics in Home Economics--Humanistic Evaluation, XIV, 1974, p. 1-2.

Included here is the information found on the How Am I Going To Get There? segment of the student management plan:

The methods by which I could possibly learn in this course are listed in the Humanized section of the access system (09.04 00 00 00). List the methods below which help you learn the most:

Review the resource matrix and identify below the specific resources that you would like to use. Directions for using the resource matrix are in your individual folder.

Methods available to evaluate your progress during this course are listed below. Please check the type of evaluation you want to use for this course:

_____test given by the teacher on the content studied
_____writing weekly summaries of what you learn and handing them into the teacher
_____writing a final report of what you have learned
_____keeping a daily log or diary of feelings and learnings
_____giving an oral summary of what you have learned (personally or tape-recorded)
_____evaluation of your student management plan, weekly evaluations of your attitudes and feelings, and a final evaluation of your personal growth and learning.
_____an end product (something you make)
_____other evaluation designed by the teacher or student---list below:

Evaluation in the TOUCH Process is not a separate entity. Evaluation becomes completely intertwined with learning experinces, teacher-student interaction, and student-student interaction. Because students become so involved in evaluative decision-making, they will often develop methods and techniques for evaluating their own actions and efforts.

HOW AM I DOING?

The How Am I Doing? segment of the student management plan focuses on the actual self-evaluation process. How Am I Doing? is a question to be responded to often in the learning process. How Am I Doing? is the section which allows the teacher to help students learn that it is a natural reaction to each personal experience. As a person grows to function as a self-actualized person, he will ask himself these questions:

1. Why am I or am I not reaching my objectives?
2. What am I learning?
3. What can I do next?
4. How is my attitude changing toward myself?
5. What can I do to grow into a more fully human being and further develop my potential?

The students have selected the type of evaluation they want to use for their growth during the course. In How Am I Doing? they follow through with their selected method. Stress that evaluation is not for the purpose of assigning grades. As the course progresses and the student checks his progress with his time schedule, he states reasons in the management plan for reaching or not reaching his course objectives. If learning is not occurring, he is encouraged and guided by the teacher to change his learning strategies. As he does learn, the student summarizes those learnings in the plan. As the course draws to a close the student evaluates his learning behavior during the course and projects possible interests or needs in future courses. This may help the teacher select content areas for future courses.

Evaluation is made in a TOUCH course, as it is in any other course, on the cognitive and affective learnings (and psychomotor where physical skills are involved). The evaluation plan designed by TOUCH is outlined below:

BEGINNING OF COURSE

1. Students complete course content pre-test.
2. Students complete the I Check-Up and You Check-Up and review them.
3. Students may complete other attitude assessment.

MID-COURSE

1. Students up-date the How Am I Doing? segment of the student management plan.
2. Students and teacher may again complete the I Check-Up.

LAST WEEK OF COURSE

1. Students complete their personal evaluation method and the content post-test.
2. Students and teacher complete the I Check-Up.
3. Students complete the post-test on Community Living and Career Development.

Follow-up reporting is an important aspect of the TOUCH evaluation. This reporting is done to parents, students, administration, and the local advisory council. Reporting should serve the objective of conveying positive and constructive feedback on the personal and cognitive learning of students during the course. If you must assign grades, work those out with each student; they may be the best judge of their growth and progress.

Written evaluations can be mailed to parents and students following the course. One parent who received such an evaluation remarked that receiving their daughter's evaluation report was the only good thing that happened that day. A TOUCH student said, "I liked the report you sent me but my parents didn't believe it. They said that I must have really pulled the wool over your eyes. But I didn't, you really knew me!" An example TOUCH-Gram evaluation is located in the Appendix.

An alternative to the narrative TOUCH-Gram would be to use the Personal Learning Report. A copy is included in the Appendix. The students could complete all information on the learning report except for personal comments. Where the teacher feels there is a discrepancy between what she thinks and what the student thinks, it can be discussed. If grades are necessary, a space should also be included for the student to fill in his grade: A-B-C-D-F.

You may find other methods which are even more helpful to your students and parents. These same reports can be shared with the administration and the local advisory council. Pilot phase students made the following comments on their personal self-evaluations:

My deadline date for learning about myself is never, I want to always learn more about myself and I don't want to be anyone else anymore.

I am reaching my course goals because it's something I wanted to learn about so I put myself into it a lot more than if I didn't want to learn about it. I had a neat thing happen during this quarter. It is that I used to find it hard to talk to others unless I knew them pretty well. Now I find it a lot easier to be open with others. But I still have a lot of trouble with larger groups. I also learned that there is basically no main reason for divorces and that there are several ways to prevent it.

I feel better about myself and my capabilities to learn on my own without being pushed.

Your creativity and concern for students will definitely shine as you allow for personal choice and development in student evaluation.

TOUCH
facilitator

AM I A FACILITATOR?

This checklist is designed for your personal self-questioning. As you go down the list, ask yourself, "Do I do this?"

_____ Pay attention to what students say and put it to use.

_____ Increase every student's sense of personal worth.

_____ Build up every student's sense of self-confidence especially with respect to his ability to learn.

_____ Avoid assuming a posture of moral or intellectual superiority.

_____ Analyze and attempt to minimize conflicts of interest with my students.

_____ Minimize lecturing and passing down information from on high.

_____ Promote student involvement in their own learning.

_____ Use desperate means, if necessary, to combat apathy and boredom.

_____ Show genuine concern for the well-being of every student in the class.

_____ Do not let individuals fall behind.

_____ Diversify my teaching.

_____ Consult my students about my teaching.

_____ Teach as well as I know how.

_____ Interact with my colleagues.

_____ Do not participate in A-F grading systems.

_____ Serve as a model--humanly understanding and sharing my life.[18]

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[18] Alexander Mood, *How Teachers Make A Difference* (Wash., 1971), p.1-8.

If you checked all the statements on the preceding page, you will not need to read the following section. Otherwise, we hope that you will find inspiration on teacher behavior here!

You - the Teacher

When we hear the word facilitator, most of us have an image which comes into focus. What does the word really mean? According to the dictionary a facilitator is someone who helps forward an action or a process. The dictionary definition of teacher is one who imparts knowledge or skill in something. Because TOUCH is a learning process we choose to use the term facilitator to signify YOU IN THE CLASSROOM, rather than teacher. We are using the traditional term teacher, but we see the role of an effective teacher as that defined by the word "facilitator." We hope that the TOUCH Process will change the dictionary definition of teacher to the one given for facilitators.

A home economics teacher observed the pilot phase course implementing the TOUCH Process. The behaviors listed below are those characteristics she felt a person should have "in order to facilitate a group to its highest potential." The facilitator:

1. never forces a student to share his or her feelings until they feel trusted by the group.
2. is patient.
3. is a good listener.
4. can give feedback and clarify questions and answers of the student.
5. knows her or his self well.
6. constantly self-evaluates to build on strengths and weaknesses.
7. is ready to take constructive feedback or criticism.
8. is open, honest, and accepting of other peoples' ideas, beliefs, or values.
9. is flexible so that guidance can be given in ways other than those planned.
10. relates to the student as an equal to help them feel comfortable in sharing their feelings with you.
11. makes sure that everyone is involved in the class.

Inferior teachers are essentially insecure socially. This may be caused by innumerable factors: general appearance, failure in heterosexual adjustment, low social status of family (a high proportion of teachers are from the upper-lower and lower-middle classes), failure to be accepted socially in high school, etc. The failure of a teacher to gain security in social relations before entering teaching militates against the gaining of security, through social responses of pupils during teaching.

The needs of the inferior teacher for social acceptance are not met through social relations with pupils.[19]

Eight ways the teacher or any individual may self actualize are:

1. experiencing fully, vividly, selflessly, with full concentration and total absorption (not self-conscious)
2. think of life as a process of choices, one after another
3. find a self to be actualized
4. when in doubt, be honest rather than not (looking within oneself for answers implies taking responsibility)
5. making the growth choice rather than the fear choice, listening to the impulse voices, being honest and taking responsibility guarantee better life choices
6. seeing a choice not only as an end state but also the process of actualizing ones' potentialities at anytime, in any amount (working to do well the thing that one wants to do)
7. seeking peak experiences (they are transient moments of self-actualization)
8. giving up defenses - opening up self[20]

The diagram which follows explains the behavioral differences between a traditional teacher and a facilitator. We totally believe that for the TOUCH Approach to produce positive results there must be a facilitator, in the true sense of the word, in the classroom. You may identify your behaviors in both of the following circles. It is our hope that as you read these pages you will consciously strive toward facilitator behaviors that we have found rewarding!

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[19] Cook p. 4.

[20] A. H. Maslow, The Farther Reaches of Human Nature (New York, 1971), p. 45-49.

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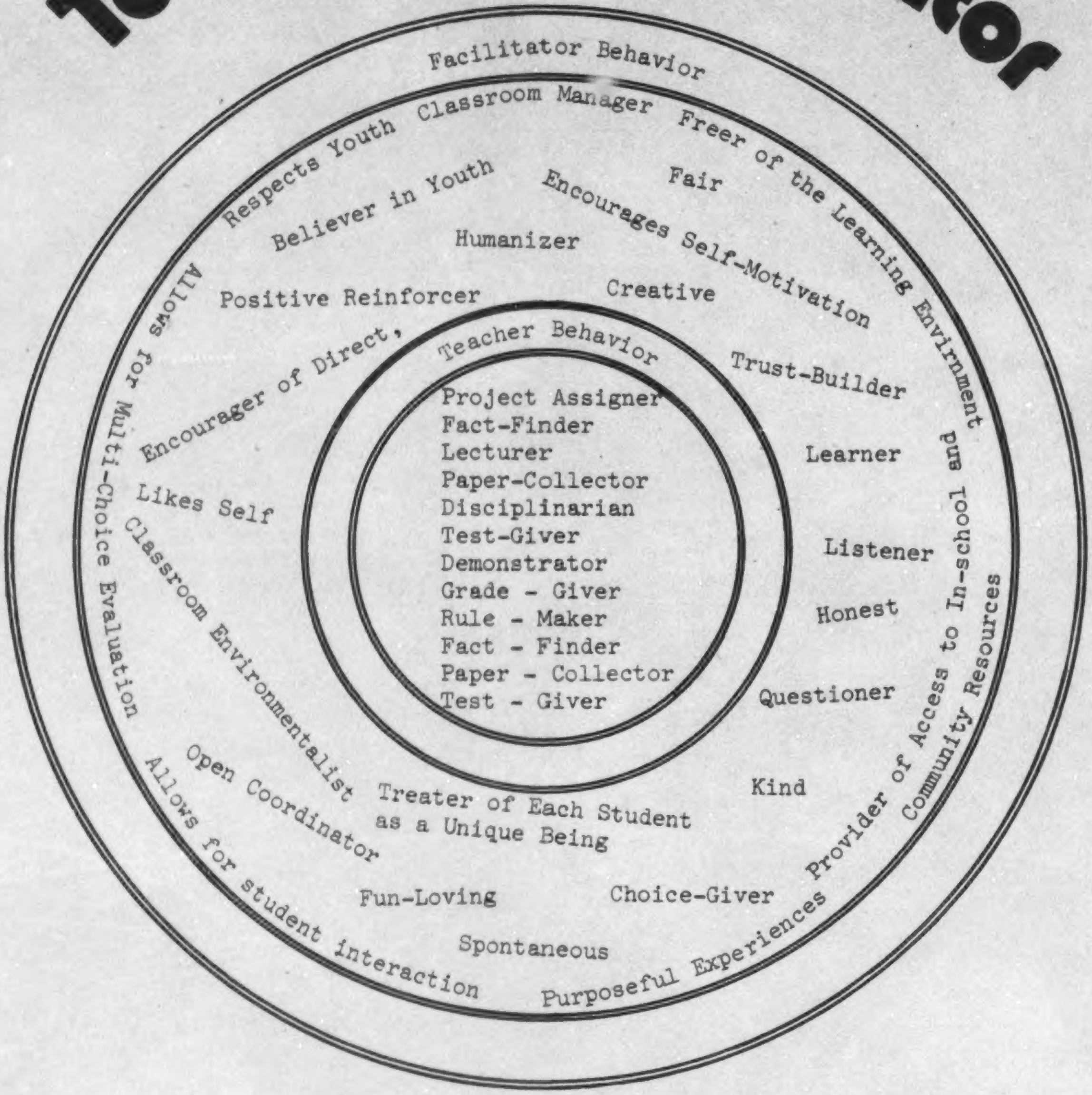
Teacher or Facilitator



Facilitator Behavior

Classroom Manager
Freer of the Learning Envirnment
Fair
Encourages Self-Motivation
Respects Youth
Believer in Youth
Humanizer
Creative
Positive Reinforcer
Allows for Multi-Choice Evaluation
Encourager of Direct,
Trust-Builder
Learner
Likes Self
Listener
Honest
Provider of Access to In-school and Community Resources
Questioner
Classroom Environmentalist
Kind
Treater of Each Student as a Unique Being
Open Coordinator
Allows for student interaction
Fun-Loving
Choice-Giver
Spontaneous
Purposeful Experiences

Teacher Behavior

Project Assigner
Fact-Finder
Lecturer
Paper-Collector
Disciplinarian
Test-Giver
Demonstrator
Grade - Giver
Rule - Maker
Fact - Finder
Paper - Collector
Test - Giver

Me, a TOUCH Facilitator??

As a TOUCH Facilitator, you will decrease your students' dependency on you through the practical application of humanistic psychology. If you would like to read on, we will share examples that may enhance your ease in TOUCH Facilitator behavior.

When about to meet students for the first day of class, most of us say, "I am about to meet a friend." What's wrong with that? Because we are adults and the students are teenagers, they often look at us as enemies as they come into the classroom.

> *Working with my teacher had a good effect on me because I felt on an equal-level basis.*
> *TOUCH Student*

We may ask why students do not come trusting us after all we do for them. The answer according to Ginott is, "They are dependent on you, and dependency breeds hostility." It follows then that by diminishing dependency we can break down barriers and establish trusting relationships with our students. This behavior will allow them to learn in a meaningful way.

> *There was openness, sharing, and breaking down of barriers.*

> *I most of all liked the relationship between teacher and student; in fact it wasn't a teacher-student relationship-it was a person-to-person relationship which changed everything from OK to JUST FINE!*
> *TOUCH Student*

How do you diminish the dependency? The following points are adapted from Ginott's theory on the parent-child decrease in dependency:

1. Give students choices and offer them options. The student will feel that you take his wishes into account and that he has something to say about his life,i.e. "I am a person."
2. Use guidance rather than criticism as a means of influencing students. They differ in that criticism attacks the student's personality and character, calls him names, tells him whom he resembles, and where he'll end up while guidance defines the problem and helps find solutions.[21]

Here is an example:

> A student in foods class was carrying a fondue pot with oil in it and dropped it on the floor. He was terribly upset. The teacher responded, "That fondue pot has a poorly designed handle. Do you need help to clean up the mess?" The student's reaction changed from fear to absolute astonishment, and he answered, "Yes, I'll ask someone to help me." A teacher might have negatively handled the situation in this manner: "Everything you come near ends up on the floor; what is wrong with you? Don't you ever pay attention to what you are doing?" The student was immobilized and afraid. The teacher added, "Don't just stand there like a dope. Do something!"

These two teachers differed. One had learned skills in communicating; the other had not. One teacher knew that you deal with the problem or situation, not with the student's personality.

Coming late, noise, student resistance--how do you handle the situation when you are totally frustrated? A student comes into your classroom and says, "May I borrow a pencil?" You give him one; another student asks you; because you are frustrated, you respond, "I'd like to know why you don't have one. Did you leave it in your locker? Did you lose it? You can't do the assignment I am giving without a pencil. I'll have to go get you one. You better have one tomorrow or I won't let you into class. See that it never happens again." Seven statements were made by this teacher which were completely unnecessary. If the teacher was going to give the student the pencil anyway, why didn't she give it with kindness? At least she would have been modeling positive behavior. She may have even received a thank you.

Another common problem situation for the traditional teacher is too much student talking in the classroom. A typical teacher reaction to a classroom situation follows:

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[21] Haim Ginott, "Driving Children Sane," Today's Education (Washington, D. C., Nov.-Dec., 1973), pp. 22 and 24.

"Mary, stop talking. Some of you are cooperating, and some of you are not. John's cooperating and doing most of the work. So is Larry. Sue, you're not listening to me. You all should know better. We're supposed to be learning here. Let's all cooperate and get this over with."

It's difficult for students to learn when there is a lot of noise, especially from the classroom teacher. A little girl returned home after her first day of school. Her mother asked, "How did you like it?" The child responded, "It was nice except for one lady who kept interrupting."

You, as a teacher are the key influence in the classroom. As Ginott wrote in the preface of this book Teacher and Child:

> *I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.*[22]

Parent Effectiveness Training (PET), authored by Dr. Thomas Gordon, talks about the training of parents for new methods of communication with children. Dr. Gordon comments that nine out of ten adults talk to children and youth in ways that are destructive to both the kids and the relationship. Parents and teachers reveal their habits of communication with children in these different critical interpersonal situations.

1. When the child is troubled, needful, disturbed, bothered, upset, unhappy, frustrated, and so on, because he is having some problem with his own behavior.
2. When the parent or teacher is troubled, needful, disturbed, bothered, frustrated, upset, or unhappy because the behavior of the child is causing the adult a problem.
3. When the adult and the child find themselves in a disagreement or in a conflict involving a clash between the needs of each.

Wow, you're the nicest teacher I've ever had!

[22] Haim Ginott, Teacher and Child, (New York, 1972), pp. 20-25.

PET suggests methods of communication effective in each of the preceding situations.

When the child owns the problem, PET suggests that the adult:

1. respond to feelings rather than content
2. listen passively (silence)
3. listen actively (feeding back or reflecting the essential meaning of the child's message)
4. use door-openers or open-ended invitations for the child to share his problem
5. convey warmth and empathy
6. leave the focus of responsibility for the problem-solving process with the child

When the teacher has the problem, PET suggests that teachers in telling children or students what they must or should do, often impede the development of self-responsibility by denying children a chance to independently initiate corrective behavior out of consideration for the adult's needs. Both parents and teachers report greater effectiveness in getting kids to modify their behavior and receive less defensive behavior from kids when they start sending "I" messages rather than "you" messages. When the relationship owns the problem, Dr. Gordon suggests a problem-solving approach, "We have a problem in our relationship, so let's find a solution acceptable to both that will enable each of us to get our needs met." With this method there is far less chance for resentment since both agree on the solution. Children are much more likely to stick to the solution, since they have participated in the decision making.[23] This applies to students. Teachers hold in their power, to an almost alarming extent, the control of values. They should keep in mind that the world needs the most complete expression of the life of each individual.[24]

Yeah !!!!
The world needs ALL of ME!

If we agree that the only significant learning is intrinsic as Maslow indicates or self-appropriated and self-discovered as Carl Rogers indicates, then our roles as teacher is defintiely that of facilitator. The teacher helps the student develop to a point where he is ready to learn, then helps him develop what potential he has discovered within himself. The teacher employs the tools: self, classroom, environment, teaching techniques, subject matter, and resources to build an environment with which individuals can express their individuality.[25] The most direct extrinsic teachers give twice as many directions as the indirect teacher and express eight times as much criticism. Some critics of the public schools have advocated that teachers "get tough," tell students what to do, and demand high standards. Data shows that higher standards are reached by asking questions and then using student reactions to build toward greater student self-direction, responsibility, and understanding. If "getting tough" means helping students face the consequences of their own ideas and opinions, as contrasted against living with the consequences of the teacher's ideas and opinions, then indirect teachers are much tougher.

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[23] Thomas Gordon, "Training Parents and Teachers in New Ways of Talking to Kids," Humanistic Quarterly, 1974, p.1.

[24] Caroline L. Hunt, "Revaluations," Values & Decision Making, 1901, p.1-7.

A direct approach increases student compliance to teacher opinion and direction. It conditions students to seek the teacher's help and check with the teacher more often to be sure they are on the right track.

The TOUCH Process requires an indirect approach. There are many justifications used for a direct approach. Often we think that to tell the students what to do is only to remind them of something they already know. Sometimes teachers are quite sure that the students are lazy or are pretending confusion. A direct approach seems more efficient, and a teacher is a busy person. Studies showed that an indirect approach predicted higher achievement and less dependence. An indirect approach stimulates verbal participation by students and discloses to the teacher the student's perception of the situation. Such an approach not only provides the teacher with more information about student's understanding of a particular problem, but also often encourages students to develop more responsibility for diagnosing their difficulties and for suggesting a plan of action.[26]

The first step toward systematic classroom management is made when the teacher understands how to control his verbal communications so that he can use his influence as a social force.

Teacher + Verbal Skill → Social Force

An act of direct influence restricts freedom of action, usually by focusing on a problem and making the student more dependent on the teacher. Direct influence consists of those verbal statements of the teacher that restrict freedom of action, by focusing attention on a problem, interjecting teacher authority, or both. These statements include lecturing, giving directions, criticizing and justifying his own use of authority. Indirect influence consists of those

[25] Douglas H. Heath, Humanizing Schools, (New York,1971),pp.134-35.

[26] *Ibid*.

verbal statements of the teacher that expand a student's freedom of action by encouraging his verbal participation and initiative. These include asking questions, accepting and clarifying the ideas or feeling of the student and praising or encouraging student's responses.[27]

The key to significant change in schools is the liberation of teachers. The only way to humanize schools is to change the system so that teachers can become more educable and mature persons. Then real education can begin, but not before. To be educable means to be open to continued maturing.

We don't care how many television sets there are in classrooms, how recently the social studies curriculum has been revised, how many modules of time are available to create flexible schedules, or how elaborate the communication studio is. It is human beings who make an "educative" atmosphere.

If a school does not have educable and mature teachers, no innovation will create any significant educational growth. Our highest priority in the seventies is to liberate ourselves. We need to be freed from the suppression of our affectionate and caring feelings, from the stifling of our imaginations, from the blocks to our initiative.

The stereotyped role of the teacher is suffocating and immaturing to a vital and creative person. A teacher must be morally impeccable, sober, subservient, a political eunuch, non-controversial, "straight," judicious, cool. A teacher must always be conscious that he is a "teacher." He can't take off his shoes and teach while sitting on rugs in his classroom and use meditation or movement exercises. He can't play with children. He often can't wrestle, dance, hike, socialize, work with, or even touch students. He can't enter into the world of the kids he must educate. He must always appear to be that dignified, sober, controlled, stuffy, puritanical adult. Children seldom experience their teachers as human beings. Many of us have so internalized these and other expectations of what the life style of a teacher should be that we are aghast at even the thought of holding a class on the floor of our classroom.

To protect ourselves from our own youthful needs and feelings, we cower behind our masks as teachers or wear them as if they really were our own. For some, their roles as teachers are their own. That's good. But if our lives are only masks, then gradually our students experience less and less a joyful, spontaneous, adventurous, fun-loving teacher able to abandon himself to childish caprice and adolescent passion.

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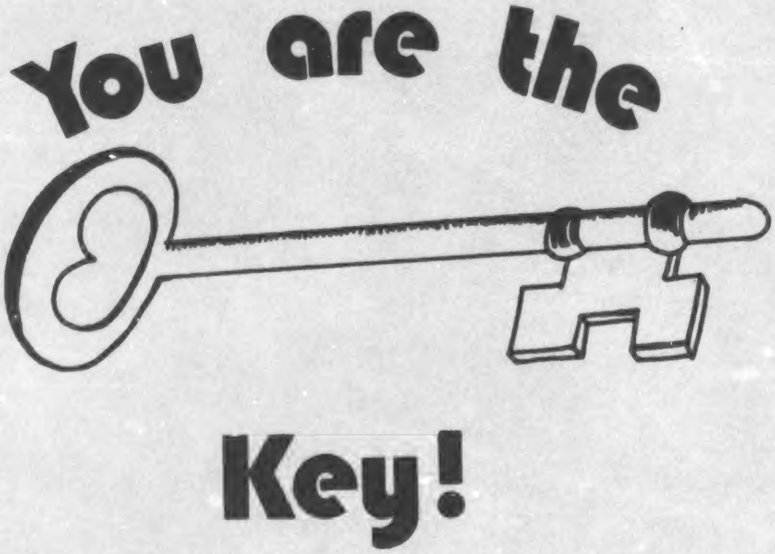
[27] Ned Flanders, Teacher Influence, Pupil Attitudes and Achievement (Washington, D.C., 1965), P. 7-9.

We teachers become models of control and sobriety, of boredom and death. As educators, we have devoted almost exclusive attention to intellectual and cognitive processes and their effective development. Men like Carl Rogers and Arthur Combs are saying that for learning to take place a teacher must be accepting of children, but some how these points have been missed.[28]

I'm a facilitator!

You are the person who can apply the humanistic facilitator approach in your classroom and sell it to others. You are an important influence.

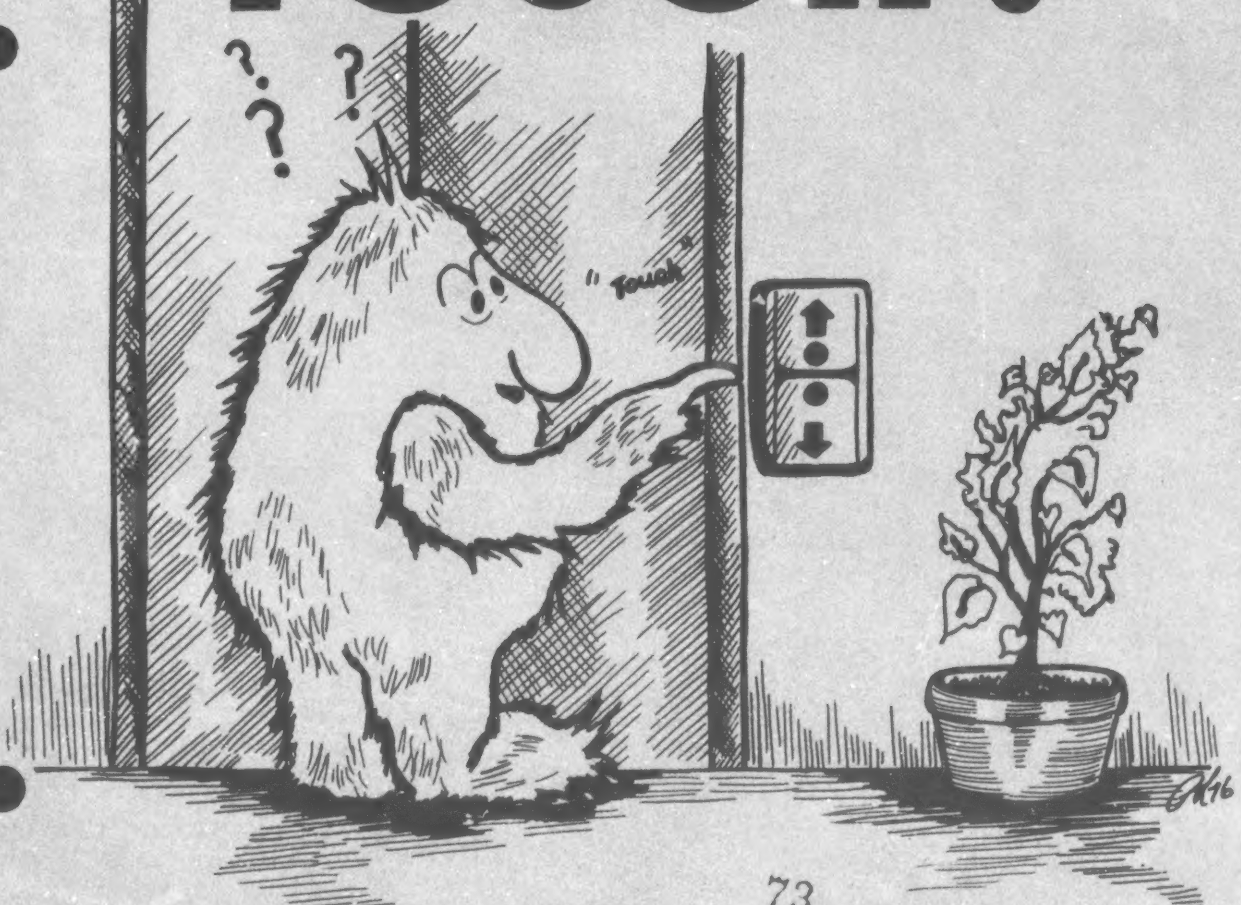


A TEACHER'S MOST IMPORTANT RESOURCE ALWAYS HAS BEEN, AND CONTINUES TO BE, THE PERSONAL SELF WHICH IS CHARGED WITH THE TASK OF TEACHING OTHERS.[29]

[28] Heath, pp. 134-59.

[29] John E. Valusek, Jottings, 1973.

Why?
TOUCH?



Prepared for Life Skills???

When you read of current educational issues concerning career education, occupational education, consumer education, humanistic education, and competency-based education do you become somewhat overwhelmed with how you might adopt these concepts into your educational program? This problem frustrated us as we were concerned with meeting the needs of students in a small Minnesota community. The TOUCH Process evolved.

Findings from researchers in the United States, from people in the Rural Youth program, from Minnesota Needs Assessment Inventory, from follow-up studies of former Staples High School graduates, and from local student surveys indicate,

1. Eighty to eighty-five per cent of rural young adults work in an urban area some time during their lifetime.
2. Most rural students do not realize how much a job in an urban area can change their life style.
3. Rural youth sell themselves short during job interviews as compared to urban youth.
4. Most individuals do not realize the strengths they have to sell.
5. Youth in general today are more role-oriented than goal-oriented.
6. Youth in general do not, to a great extent, relate their personal needs and values to career decisions.
7. Research has consistently pointed to the importance of a positive self-concept.
8. Eleven out of twelve local past underachievers in one grade level are achieving at their expected level after a two-year team effort at improving their self-concept.
9. Parents need to be involved more in goal setting with their children.
10. Educators, because of their influential position in the child's environment when trust is developed, are able to provide the student with information about himself, about others, and his environment which will lead him to better life careers.

"Educators do a reasonably good job of preparing students for more education, but perhaps not as good a job in preparing students for life."[30]

Today's youth bewilder the adult with their restlessness and apparent rejection of us and our traditions. How many times have you heard a teacher lament how difficult it is to keep the student's attention, that the students show lack of respect for the teacher, or show boredom in the classroom?

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[30] Norvell Northcutt, Minneapolis Tribune (Associated Press, Nov., 1975)

"In most classes I've got the teacher teaches and the students sit there. I feel very few kids learn anything this way. Very boring, worthless, too much lecturing, sit in a hard desk all the time."
-- TOUCH Student

Heath describes three trends that have emerged with great clarity within the past several decades which describe increasing numbers of young people: boredom, belonginglessness, and meaninglessness. Each manifests a disturbance in a human being's principal modes of relating. Boredom is symptomatic of being cut off from part of one's self. It is particularly true of one's emotional ties to other people, groups, and social institutions (the family, church, or nation) and particularly religious and political "truths." Such is the real meaning of the "deepening alienation of today's youth.[31]

We consider most Americans as friendly, but if we are honest with ourselves few of us accept the need to be affectionate, tender, and to have physical contact with each other. A youth fears being labeled a homosexual and cannot violate the touch barrier with his own sex. Our society has placed taboos on emotional relationships, particularly between members of the same sex. The only exceptions our society seemingly makes are when the person's contact is masked by aggressiveness as in playful wrestling, mutual hugging in the excitement of winning a sports event, and drunkenness.

"Alienation" is, for this generation, a feeling of not being able to make genuine contact with another human being. Heath expounds upon this risk to reach out and touch another as the risk of destruction in his excellent book Humanizing Schools: New Directions, New Decisions. He refers to the well-known psychiatrist William Glasser and his personal experience. Glasser noted the most salient problem emerging from his observation in public schools as "loneliness." He sees youths' distrust of others as the fear of vulnerability, inability to take the risk of being shot down, being misunderstood, or being odd. These factors contribute to his or her apparent loneliness.

Psychologists are renewing an old interest in the concept about self. Perhaps the single most important assumption of modern theories about self is that the maintenance and enhancement of the perceived self is the motive behind all behavior. In other words, each of us is constantly striving to maintain, protect, and enhance the self of which he is aware, his self-concept.

[31] Douglas Heath, p. 3.

"I am constantly searching and
finding one more reason for living."
--TOUCH Student

If this is true then it follows that experience is perceived in terms of its relevance to the self and that behavior is determined by these perceptions. Many students do poorly in school simply because what the school is doing seems irrelevant to his or her self and world.[32]

In terms of his future development a sense of confidence and assurance is perhaps the most important quality a child can develop. With it, he can achieve much. Without it, despite the presence of even above average talent and capacity, he will be handicapped in any undertaking in school or work -- experience. For this reason, encouragement and interest on a teacher's part can produce very positive results in the pupils lives. By the same token, discouragement, sarcasm, neglect and ridicule of a pupil can hurt him both in the eyes of his fellow classmates and even more vital, in his own eyes. A child who thinks he is inferior will soon become so, will apply in conduct and work the concept he has of himself, and will be unable to transend his own negative self-image.[33]

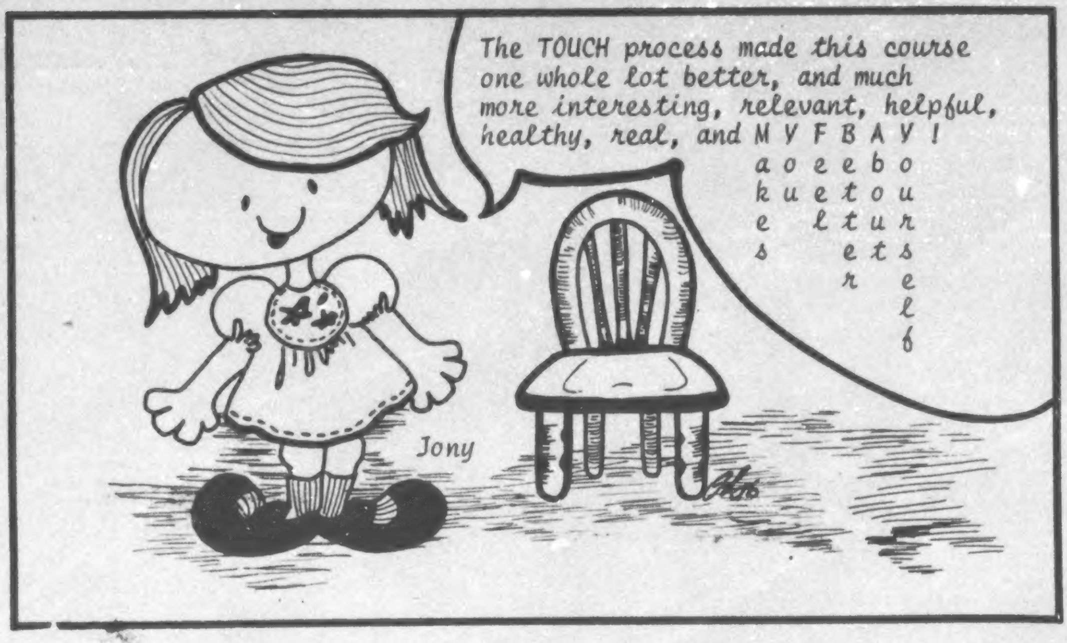
Jess Lair, a college professor with a PH.D. in psychology shares his experiment to demonstrate how little teaching of factual materials goes on during a quarter course. He prepared two exams with questions drawn at random furnished by the author of the text he was using in a college course. One exam was administered the first day of class, then he taught class as well as he could and gave the second exam. There was little significant difference in the test results. He accepted Authur Comb's basic point, "the self is the instrument".[34]

The previous stated data and statements support the theory that the student's self-image is one of the greatest factors related to the student's success with life. These findings coupled with personal experiences and communications with high school students caused us to pursue current educational readings, participate in local, state, and national educational conferences related to meeting the needs of the students, propose to develop an alternate process approach, and to test the process in the developmental phases at Staples High School. The prime concern of the TOUCH staff was to find a realistic classroom process which would focus on the uniqueness of the individual student and meet his needs in helping prepare him for a fulfilled career of living.

[32] William W. Purkey, Self-Concept and School (New Jersey, 1970), PP. 11-12

[33] John E. Owen, Self-Image and the Challenge of Unrealized Talent (Arizona State University).

[34] Jess Lair, Ph.D. and Jacqueling Carey Lair, Hey, God, What Should I Do Now? (New York, 1973), p. 165.


The TOUCH process made this course one whole lot better, and much more interesting, relevant, helpful, healthy, real, and M Y F B A Y !
Makes You Feel Better About Yourself
Tony

WHAT'S BEING DONE PHILOSOPHICALLY?

Vernon E. Anderson discusses learning theories plus current curriculum trends in relationship to the child as a complete individual. The principles are clearly stated, factually supported, and applicable in making curriculum choices. In all the principles, the involvement of the learner is stressed. First, the learner should have a choice in the purposes for his or her learning; and secondly, the learning situation should have meaning for the learner. Anderson also stresses the uniqueness of each child, the level of the child's maturity and readiness, advantageous use of the group process for the reinforcement of the child's learning. Like so many of our books, his principles are clearly stated, but very little is explained as to how they may be applied in an actual school situation. He raises several questions in his book published in 1975 that we still would like answered today. The basic questions still are:

1. What process of learning is best?
2. What principles of learning have been observed to work best?
3. What have we observed about a child's growth that influences learning?[35]

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[35] Vernon E. Anderson, Curriculum Improvement (New York, 1965), pp. 115-39.

These questions have been philosophically answered for thousands of years, yet here we are today as high school teachers with virtually no practical applications or tools for the classroom. We hunted across the country for assessment tools that dealt with student's affective learning. Little with validity for practical student use is available. Just think, this process concept of learning arose thousands of years before Christ and we are still searching for practical application!

> WE MUST DECIDE WHAT MATTER OF MEN WE WISH TO BE AND WHAT CALLING IN LIFE WE WOULD FOLLOW, AND THIS IS THE MOST DIFFICULT PROBLEM IN THE WORLD.
>
> -- Cicero (106 B.C.)

Heath asks this question in his book, Humanizing Schools. He asks, "How do we educate so the student doesn't become less educable as he becomes more educated?" He answers his own question, "It is not to abandon academic excellence as a goal. The answer is to place greater effort at that point in the developmental sequence where youth are failing to mature at the same pace as they are in their symbolization and logical skills. Their critical growth needs are for more allocentric relationships; (other-centered relationships) and more integrative learning experiences." Education is a continuous process and must be for the total individual. It must involve his entire being. Too long we have been concerned mainly with the mechanistic cognitive acquisition of fact and the rigid standards of classroom.

> YOU CANNOT TEACH A MAN ANYTHING. YOU CAN ONLY HELP HIM DISCOVER IT WITHIN HIMSELF.
>
> --Galileo

WHY THE ACRONYM, TOUCH?

We have already said that touch, in the physical sense, is symbolic of our philosophy. It is also a key element of facilitating learning for students. To relate most effectively with another human being will require some degree of touching in order to complete the relationship; otherwise it will always fall short of what it could be. The sense of touch is perhaps the most neglected of our senses and perhaps the lack of appreciation for psychological value of touch contributes more to impaired human relationships than almost any other single factor. Early touch deprivation can account for the development of negative personal self-images. Ashley Montague in his book TOUCHING identifies that the reason so many Americans are uptight about touching is due to child-rearing practices. Interestingly, Americans born between 1890 and 1940 tend to be more uptight about touching than the under-thirties. The reason is that mothers were trying to raise their offspring as conscientiously as possible following the dictates of Dr. Emit Holt to keep babies at arm's length and on a strict feeding schedule.[36]

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[36] Catherine Houck, "Touching", Single Life, 1974, p. 30,38.

We, as educators, are also faced with a rapidly changing society. Reich in Greening of America tells us our youth may well be the transitional generation to a high level of human consciousness. The growing complexity of our society will only accentuate the need for more well-informed, highly conscious, deliberate persons. We are aware of the increasing contradictions occurring between the emerging character of many youth and the needs of society.[37] The critical growth need of youth is for more intimate experiences while a rapidly changing society dilutes and impersonalizes relationships. Project TOUCH offers an alternative educational process which focuses on development of students' positive self-concept and the acquisition of a learning process for community orientation and career guidance.

Dr. Elizabeth Simpson, former Chief of Curriculum Development, U. S. Office of Education, expresses the need for touching in a way with which we could easily identify:

> Modern dress with its color and variety and frequent unisex character; the passionate wordless wail of song; art expressed as impassioned anti-establishment protest; R-rated movies, sexually titillating TV ads, even for such mundane products as shaving cream and, more frequently, the breakfast oranges; sensitivity training; the drug scene; "soul"--these are only a few of the evidences of emphasis on sensation and feelings.
>
> Through experiences and study, students develop skills, talents, and abilities that increase their personal competence and equip them to effectively fulfill the roles assumed in adult life. As the students move toward self-actualization, the teacher has a sense of fulfillment knowing she is instrumental in that growth process. The potential for individual growth and development in home economics classes is staggering and exciting. Do I dare ask? Are your students growing individually? Are they finding themselves in your classroom? And what about you? Are you growing too?[38]

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[37] Charles A. Reich, The Greening of America (New York, 1970).

[38] Elizabeth Simpson, "The American Woman Today," Illinois Teacher, XIV, May-June, 1971, pp. 217-22.

for TEAM APPROACH

TOUCH defines the team approach as the implementation of the entire environment from which the student draws for direct, purposeful learning experiences. We, as TOUCH staff, were faced with the question: "How can we better prepare a rural student for the shock of urban living?" Studies have indicated it is more difficult for the rural student to adapt to urban living than urban students to adapt to rural living. The reason is lack of exposure for the rural students to decision-making with the limited choices offered in their environment and, for many, their feeling of low self-worth and self-concept. "The ultimate result of social decision-making is growth. If our concern is with individual growth, then the personality cannot and should not be controlled. The environment can be controlled partially," states Dorothy Price.[39]

We see the environment meaning the total community. If we are concerned with individual growth, let's take advantage of an authentic, real-to-life learning environment. It was an eye-opener for us to discover how many of the students in the developmental phase of TOUCH had not experienced being in a city. One student, a cheerleader with hostessing obligations for a forthcoming regional event, remarked, "I am really facing a difficult decision. I know I have enough reasons for not going on the trip, but I'm not sure if I'm using that as an excuse for my fear in going." She did not go on the trip, but she was given the environment for decision-making and the responsibility for living with her decision.

The total community concept for the developmental phase expanded to an urban experience 150 miles from Staples. The students used the FHA Impact method to determine their needs for making the trip. They individually wrote objectives based on their unique needs. One girl would be living in the cities after marriage and wanted to experience being on her own. Two other girls identified similar needs. It was their decision to stay the second night at a hotel, separate from the remainder of the group. The urban environment provided the students with several hotels to compare factors of selection. Again it was an insight for the teacher to see the difficulty these students had in approaching the desk to ask information. They showed similar fear in asking for an application blank at the local clothing factory. We wonder if this minor, but important, skill would have surfaced without the open learning environment. The remainder of the students decided they needed two experiences in environmental change and wanted to be exposed to downtown city life and also living in with a suburban family. While in the city, they were totally responsible for their decisions. This included finding buildings such as the YMCA, making transportation connections, and communicating with new people. Staying with urban families showed them similarities and differences between urban and rural family life.

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[39] Dorothy Price, "Social Decision Making," The Family: Focus on Management (Washington, 1970), pp. 14-21.

We better get our heads together - I think we're lost!

Creating a climate which aids students in attainment of their goals can only promote the dignity and worth of each individual student. The school itself is also part of the learning environment. Silberman states,

> *Because adults take the school so much for granted, they fail to appreciate what grim, joyless places most American schools are, how oppressive and petty are the rules by which they are governed, and how intellectually sterile and esthetically barren the atmosphere.*[40]

As soon as possible walk into your classroom and try to see it through your students' eyes. It's surprising what you will notice. Better yet, go through a student's day following him from classroom to classroom. Could you take it day after day? This student view may give you the insight to enhance the environment for optimun learning effects on your students. The rewards are many for a little effort on the part of the teacher to create a warm inviting, and appealing classroom. We find that students also appreciate planning and carrying out classroom changes. Inexpensive items such as pillows, beanbags, mobiles, posters, reflecting lights, weeds, driftwood, candles, painted milkcans, paper or straw flowers, fish nets draped from the ceiling, large wallhangings, plants, and attractive bulletin boards will turn your students on to being in your classroom. Another plus factor may be rearranging furniture during the course. Remove chairs and tables if you want stimulating group discussions. Have pillows and beanbags available. There is nothing against sitting on the floor, and you can create a feeling of equality by sitting on the same level in close proximity.

Creating small, quiet corners for reading or personal talks forces people to be more human with each other. A corner for small groups or individuals to view filmstrips and movies invites students to become involved in the learning process. Beanbags in the resource center really attract readers! Boredom is such a crisis in today's schools. You can relieve it to a great extent by constantly changing the classroom environment, and students will note and appreciate each change.

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[40] Charles Silberman, Crisis in the Classroom (New York, 1970).

Sometime during the course schedule a Mental Health Break, a time for the students and teacher to do whatever they want. This can be a day to look forward to.

If the desire is to prepare a student for his multi-roles in the career of life, the teacher must constantly be attuned to the many environmental resources the student can tap when he has identified his needs. Carl Rogers referred to this need of all available data in his listing of traits for a fully functioning person.[41] TOUCH developed the access system and the resource matrix in response to the desire to make accessible to students all of their available resources.

for OCCUPATIONAL

The following table, excerpted from Dr. Patricia Murphy's publication Teaching for Employability, identifies the first eighteen of ninety-one items rank ordered on the basis of degree of essentialness in the vocational training of youth as perceived by a group of experts:

1. Develop sense of responsibility.
2. Develop work habits and attitudes necessary for individual maturing and job competence.
3. Develop an awareness of skills, knowledges, attitudes, and personal qualities necessary in becoming a more employable person.
4. Accept responsibility for one's own behavior.
5. Pride in work.
6. Attitudes toward the job.
7. Ability to follow directions.
8. Characteristics necessary for satisfactory relationships with people such as employer, employee, supervisors, and customers.
9. Maintenance of good physical, mental and emotional health in relation to work.
10. Well-groomed look for work.
11. Develop communication skills.
12. Ability to plan and carry out plans.
13. Factors contributing to the success on the job.
14. Understanding of what a customer expects, such as quality work and materials, honest answers, good service.
15. Develop problem-solving abilities.
16. Analysis of self in relation to demands of a job.
17. What do I have to offer to the job.
18. Job interview techniques.[42]

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[41] Carl Rogers, "To Be Fully Alive," Forum (New York, 1973), p. 3.

[42] Patricia D. Murphy, Teaching for Employability (North Dakota, 1972), p. 1-2.

We noted with interest that these items seem to represent "Characteristics of the worker" and deal primarily with attitudes toward the world of work. Attitudes and self-understanding, rather than job skills per se, seem to be what is considered as essential at the secondary level. The TOUCH Process is designed to capitalize on assisting the student to attain these desirable attributes.

> *"The questions on the student management plan and my student-teacher conference strengthened my passion to get into retailing."*
>
> *-- TOUCH Student*

for USEFUL

All home economics is useful...or should be. We see content as the student with his needs and home economics-related subject matter as the vehicle. Consequently, we will not rationalize the why for categorizing Consumer and Homemaking under "U."

We see home economics as the subject area which can provide life skills for becoming a fulfilled human being. There is an interrelated complexity of skills necessary for each individual's preparation in multi-roles of our continuously changing society. There are also societal goals and community goals; one of the needs of the student is to recognize community values.

Heath recognizes that traditional roles have changed as the roles of homemaker and mother become devalued and the work-vocational role for a man loses its power to attract the commitment of the young. A man's identity in the future will no longer be tied tightly to his work or achievement. Letty Cottin Pogrebin, Editor for Ms. Magazine and columnist for Ladies Home Journal, keynoted a professional women's seminar in Minneapolis. She declared feminists are the first to put value and dignity on housework. Feminism, like the concept of masculinity, has little meaning. Bona fide occupational qualifications (BOQ) requires about the only jobs to which this can be applied are wet nurse and sperm donor. Ms. Pogrebin sees the new family sharing more roles. The family needs less mothering and fathering. She said that the women's place in the home is coming to an end. One out of ten women alive today will be employed sometime during their lives, largely because of economic need.[43]

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[43] Letty Cottin Pogrebin, "Feminist Calls Housework a Legitimate, Dignified Job," Minneapolis Tribune, May 2, 1974.

With several predictions from experts on the future of the family, we are faced with the challenge to prepare the individual of tomorrow with life skills that cause him to be educable. Remember, to be educable is not to be filled with knowledge, skills, and attitudes, but rather to have the readiness and the ability to mature as a wholly human being in all roles.

In this class I've learned to accept myself for who I am and to get along with others. It's the first class I've felt comfortable in and I've learned what I want out of life!
-- TOUCH Student

Now, what are these life skills that cause one to be educable? Carl Rogers acknowledges his learnings as coming from the couples which he described in one of books. It was not his purpose in writing the book, but he found a vast laboratory forced upon him with this experience of communicating with these couples. The book lends itself to a liberation of the self from constricting roles and enjoys the fulfillments that can come only from intimate relationships with other human beings. Seeing life as a vast laboratory is a life skill.[44]

> FAR AWAY THERE IN THE SUNSHINE ARE MY HIGHEST ASPIRATIONS.
> I MAY NOT REACH THEM,
> BUT I CAN LOOK UP AND SEE THEIR BEAUTY, BELIEVE IN THEM,
> AND TRY TO FOLLOW WHERE THEY LEAD.
>
> --Louisa May Alcott

Ginott said he learned most from his dealings with people. Maslow talks of "peak experiences." He feels that the birth of their first child was a greater experience than receiving any of his several educational degrees. These are also life skills. If you refer to the student outcome behaviors identified by TOUCH, you will see that these too are life skills.

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[44] Carl Rogers, Becoming Partners: Marriage and Its Alternatives (New York, 1972).

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> FULL LIFE IS NOT A STATE, BUT A PROCESS; NOT A DESTINATION BUT A JOURNEY; NOT A GOAL, BUT A MOVEMENT IN WHICH THE HUMAN BEING CHOOSES WHEN HE IS FREE TO MOVE AS HE WISHES.[45]

TOUCH sees teaching as a process, just as life is a process. The teaching process is the mode by which life skills can be developed within the individual student. The student is given the freedom to choose content relevant to his assessed needs. He is given freedom to move, if he wishes. The student management plan facilitates this process. The teacher is the human element. He or she serves as a friend and a guide.

It is difficult to conceive a curriculum design without the traditional curriculum guide stating behavioral objectives, content, learning experiences, and evaluation techniques. We found this systemizing for learning beneficial for the background preparation for the teacher. It can be the framework of reference when guiding the individual student in the writing of personal meaningful objectives. You may say, "The student cannot possibly know what he needs. There are certain concepts I feel all the students need to know," or "I feel there is a kind of sequencing in learning. There's no way I can be assured he will learn some of the basic skills that are essential for his learning process."

> *This is the sin of you and me and all of us--to have more power than love--more knowledge than understanding--more information about this earth than of the people who live upon it--more skill to fly to far off places than to stop a moment and look within the secret spots of our own heart. For freedom is a dreadful word, unless it goes hand in hand with responsibility, and democracy is going to disappear from the face of the earth unless the hearts and the minds of men grow mature.*[46]

Another question you may ask: "How can I possibly evaluate a student with this approach? It would be humanly impossible to grade the student in relationship to class standards." A staff member from the AHEA Headquarters in Washington, D.C. asks, "Who is a better judge of self-fulfillment than the person himself?"[47]

With the current freedom in education we are challenged with the thought by Camus that "Freedom is nothing else but a chance to do better."

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[45] Rogers.

[46] Lillian Smith, Families of the Future (Iowa, 1972).

[47] Mildred Reel, Conversation at American Vocational Association Convention, December, 1973.

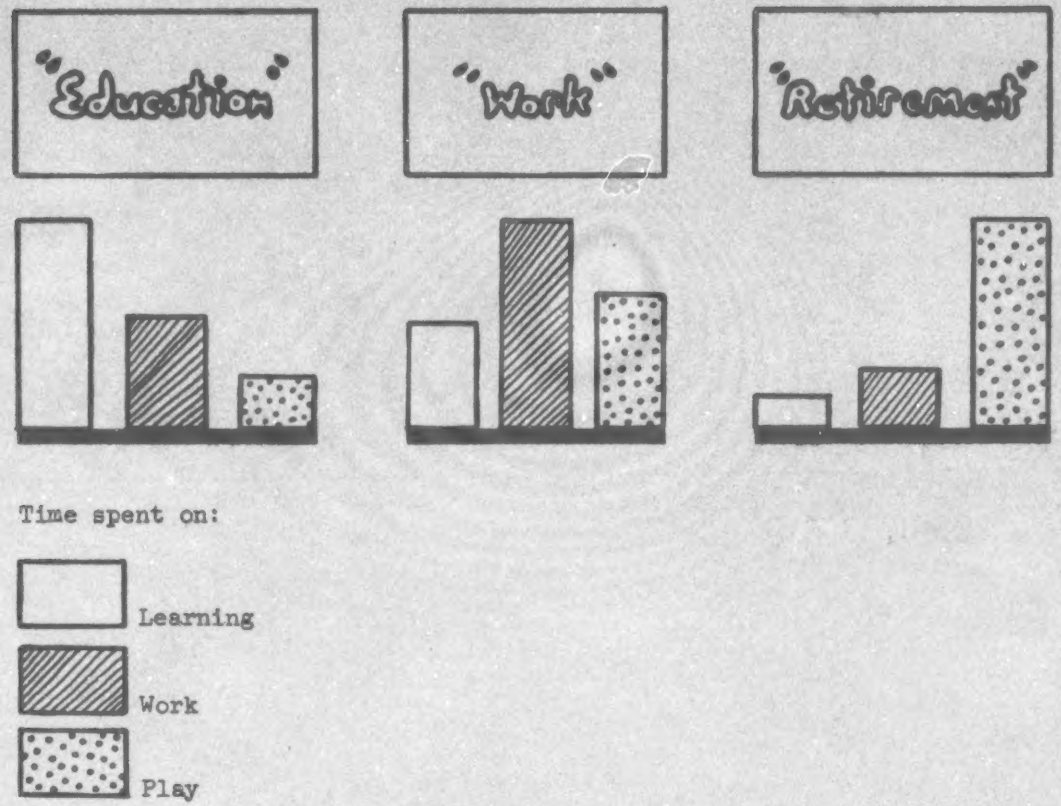
TOUCH Staff does not propose that their alternative approach is better, but they have utilized the freedom given them in hopes that the TOUCH Alternative will promote more positive effects in the lives of rural high school students.

This course doesn't compare.
It's different and I just loved everything
I learned. I really have gained self-confidence!

for CAREER EDUCATION

The third philosophical concept of the TOUCH philosophy is based on career education. Career education is a phrase coined by the U.S. Office of Education for the whole family of local, regional, and state attempts to relate education to the world of work. According to former U.S. Commissioner of Education, Sidney P. Marland, Jr., the philosophy is simply, "All education is career education, or should be." Why is it happening?

An overview of American life itself divides most of the people into three segments: (1) getting an education, (2) going to work, and (3) reaching retirement. However, two processes are occurring with these periods or segments of life. First the education and retirement segments are getting longer and more and more people are spending longer periods of time getting educated and then retiring at an earlier age. The second process taking place besides the shortening period of work is the tendency for the segments of life to be carefully separated from one another. Men and women have become more and more uneasy about the periods of life becoming boxes whereby the presumed balanced life with time for learning, work, and play ends up looking like this:



Attempts on the part of individuals have been made to reconstruct their lives so that life doesn't have to follow the pattern of moving through three boxes. People are dropping out of the "education box" and out of the "work box" when they wish, not simply to protest, but also to devote time to those activities that otherwise they would have to wait too long to do: Play, develop relationships, or whatever. The 1970-71 academic year saw 3.0 million graduates from high school, while 85,000 students dropped out of the elementary or secondary school system. Newspapers and magazine articles talk about the phenomenon of "middle-aged dropouts." Likewise, many who are facing retirement from the field of work lament how little, if any, help is provided to face retirement years. Career education seemingly is a massive attempt to get America out of the "three boxes of life."[48]

Models to build a comprehensive Career Education System suggested by USOE have been tested. Students have an opportunity to learn about the world of work from the time they are in kindergarten until twelfth grade, moving through various stages: awareness, orientation, exploration, selection, training, and then employment. The point of it all is a school system with only two exits: leaving with a salable skill or going on for further education toward a salable skill. We assume each teacher has reacted

[48] Richard N. Bolles, Educational Horizons--The Official Publication of Pi Lambda Theta (Summer, 1973), pp. 146-47.

to career education. Many vocational educators view career education as an extension of present efforts to prepare a student with entry-level skills for work or preparation for post-secondary education. We see the need for preparation skills in total education as well as the work thrust of vocational education.

We are of the camp that perceives the long-range goals of career education as not only the job preparation skill for work, but the preparation for total living. Several definers of career education use such terms as "total life style," "self-development," "economic, community, home, avocational, religious, and aesthetic life roles," and "enhancement of the decision-making process." Such perceptions of the career education mission go far beyond the concern for finding jobs for the school drop-out or emphasis on work values as part of one's total personal value system.

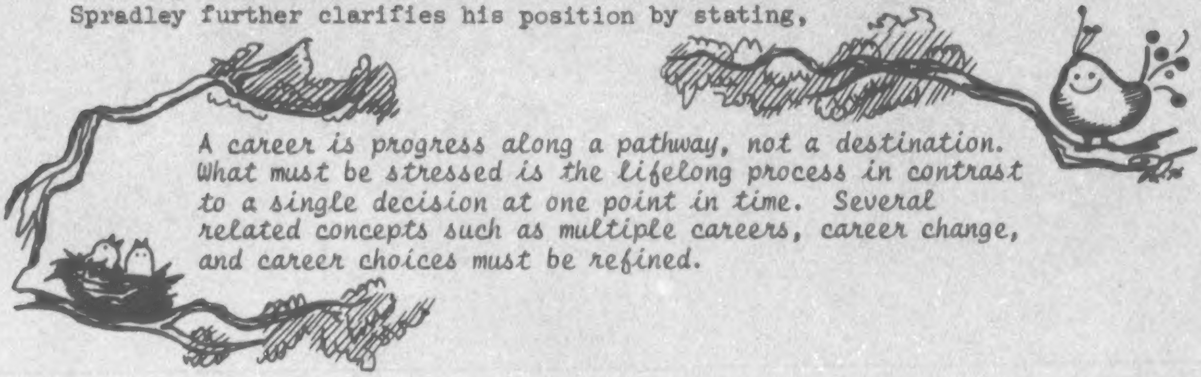
> WHEN CHILDREN ARE TAUGHT NOT MERELY TO KNOW THINGS BUT PARTICULARLY TO KNOW THEMSELVES, NOT MERELY HOW TO DO THINGS BUT PARTICULARLY HOW TO COMPEL THEMSELVES TO DO THINGS, THEY MAY BE SAID TO BE REALLY EDUCATED.
>
> -- Edward Grant Conklin

"I am committed to fulfilling my life."
--TOUCH Student

In addressing the home economics educators at the 1973 American Vocational Association meeting, Gene Bottoms stated a relatively simple but comprehensive definition of career education that we have internalized and adopted into a working model:

> *A career is a developmental process as preparation for total living in multi-roles. Career development, therfore, includes a continuous choice and adjustment an individual had to make throughout his life with regard to education, employment, his family, his other life roles and/or volunteer work roles as those decisions relate to present and future options and their associate life styles.*
>
> *If the term career indicates a purposeful life pattern, then the term career education implies a long-range educational process that facilitates the career development of students, in regard to his several life roles, work, family, citizenship, etc. This process involves self-discovery, self-determination, and the acquisition of competencies necessary for goal achievement. Career education connotes development of values and skills consistent with one's needs. Youth need an opportunity to determine from where they are coming and to where they are going. Life is more than living for the moment.*

James P. Spradley elevates the goal of career education to enable every person to make informed choices as he develops his own career to the status of its primary goal. He emphasized that this objective gives each person a greater command over his life. Spradley further clarifies his position by stating,



> *A career is progress along a pathway, not a destination. What must be stressed is the lifelong process in contrast to a single decision at one point in time. Several related concepts such as multiple careers, career change, and career choices must be refined.*

The greatest barrier Spradley sees for individuals making choices is lack of information.[49]

TOUCH responds to the kinds of knowledge necessary for informed choices as:

1. knowing own interests and abilities
2. having access to the specification for a wide range of occupations
3. learning about occupational cultures mostly by direct experience.

An area of disagreement in career education is whether it concerns itself as an effort of schools alone or whether it should involve school, the home, and the community.[50] There is no question in our minds that the home and community need to be involved to legitimize our objectives. We have seen the vitality and enthusiasm given to career education from both the home and the broader community as active participants in our personal experiences. The local advisory council provided much of the criteria to measure the success of the student outcome behaviors. It was exciting to see how they responded to this task in this philosophy for the preparation of life skills. One of the local advisory members, a retired railroad engineer, stated, "I'd lay down my life for the philosophy of this project. I know what a difference it has made in my life. About four years ago I found who I was. I experience everything so much differently now than I did before. What an advantage it would be for these students to know themselves at their age! It'll make a difference in their entire lives."

We personally prefer the "Distinguishing Marks of Good Career Education" suggested by Richard N. Bolles. They are:

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[49] James P. Spradley, "Career Education in Cultural Perspective." Essays on Carrer Education (Oregon, 1973), p. 10.

[50] Kenneth B. Hoyt, "Toward a Definition of Career Education", Third Yearbook of the American Vocational Association (Washington, D.C., 1973) pp. 23.

1. GOOD CAREER EDUCATION HELPS STUDENTS DEFINE THE LIFE STYLE THEY PREFER, BEFORE ZEROING IN ON A CAREER, OCCUPATION, OR INDUSTRY TO GO WITH THAT LIFE STYLE.

This statement is based on studies that show that the typical non-college graduate holds twelve different jobs during his 46-year life in the world of work, that only one man in five remains in the same major occupational category for his entire working life, and that eighty per cent of the workers today do not have a career, but a series of jobs that are likely to be unrelated. Mr. Bolles sees the constant factor in people's lives today as not the job, or even a cluster of them, but the life style to which a boy/girl/man/woman aspires.

Consequently, good career education raises questions with its students about the kind of life style they would really prefer--and raises these in senior high school and college. Then, after the life style (or styles) is (are) defined, the student will have help in selecting occupations and alternatives compatible with the styles.

2. GOOD CAREER EDUCATION TAKES SERIOUSLY THE QUESTIONS THAT STUDENTS ARE RAISING ABOUT EDUCATION/WORK/RETIREMENT HAVING BECOME "THREE BOXES" IN LIFE: AND GIVES THEM TOOLS FOR GETTING OUT OF "THOSE BOXES."

This statement honors the questions students raise about the world of work, the necessity to have a life-long "field", the virtue of rising to the top, and postponing retirement/leisure/play to each student and teacher to design a life style that will permit periods of each all along the way.

3. GOOD CAREER EDUCATION SEES MAN AND WOMAN AS MORE THAN WORKER AND AIMS AT DEVELOPING THE WHOLE PERSON.

Work is only a part of one, particularly with the popular four-day work week. Education must prepare the student for leisure hours as well. The purpose of education must be to convey the common language of our culture, how to understand languages other than our own, how to develop the students' personal unique gifts and talents.

4. GOOD CAREER EDUCATION DEALS WITH THE NATIVE GIFTS A STUDENT BRINGS, AND NOT MERELY WITH THOSE THINGS TAUGHT IN THE CLASSROOM.

This refuses to let "skills" mean only those techniques taught by the educational system or picked up by work experience. Native abilities can also be "skills" and a task of education is to discover these. This statement interprets clusters as being built around the skills the individual has and wants to use. It interprets "salable skill" to mean that which the student wants to (and hopefully knows how to) sell rather than that which the world of work allegedly needs most.

> **5. AND, FINALLY, GOOD CAREER EDUCATION TEACHES COURSES IN CREATIVE JOB HUNTING, EMPLOYEESHIP, AND CAREER-CHANGING TO EVERY STUDENT BEFORE HE LEAVES THE FORMAL EDUCATIONAL SYSTEM.**
>
> Good career education does not make the fatal assumption of bad, or ersatz, career education--that is, that if a boy/girl/man/woman has a skill, he/she will automatically be able to find an employer who will hire him/her. Good career education assumes two entirely different subjects: (a) to know what one's talents and skills are and (b) to know how to get hired. Good career education assumes the crucialness of this aphorism: "He who gets hired is not the one who can do the job best, but the one who knows the most about how to get hired."
> With the average worker changing jobs every four years or less, good career education regards as part of its essential mission the teaching of "combat skills" to the job-hunter for use in the marketplace (since four out of five workers today work for somebody else)--that will stand him in good stead the rest of his life.
>
> Moreover, good career education does not assume that once hired a worker will automatically stay hired, and automatically get promoted. It assumes Drucker (1071) is correct when he says, "More people fail because they do not know the requirements of being an employee than because they do not adequately possess the skills of their trade." Consequently, good career education teaches a course in "employeeship" to every student, for, as Drucker says, "Employeeship is more important to success than the special professional knowledge or skill."[51]

The TOUCH Process is designed to implement these many implications outlined by Bolles. TOUCH is not a super-game. It is an alternate approach designed by two classroom teachers seeing a need to move in new directions with a realistic attempt to touch each student's career development. Because the average non-college graduate has twelve jobs in his lifetime, TOUCH sees the importance of career education to help students develop life skills which will make them employable and give them the ability to move from job to job. TOUCH therefore designed the student management plan and identified career education resources for needs assessment by the individual student. The TOUCH process and the humanizing role of the teacher develop the student for his career of education--his career of life.

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[51] Bolles, pp. 153-155.

You can't do much else if you don't know where you're at!
Where?

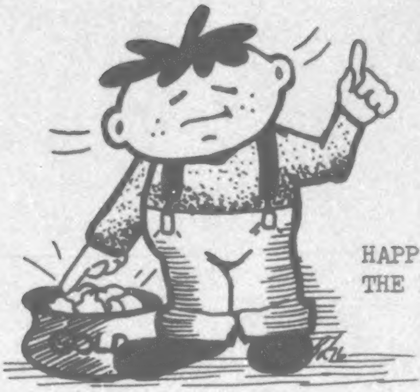
for HUMANIZED:

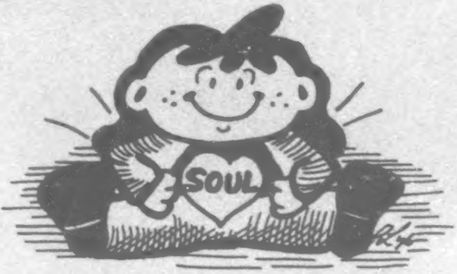
By definition, teaching is guiding the change in behavior of the learner in a desired direction. If we look at education in our own society, we see two sharply different factors. First, there is the overwhelming majority of teachers, principles, curriculum planners and school superintendents who are devoted to passing on knowledge that children need in order to live in our industrialized society. Their greatest concern is with efficiency, that is, with implanting the greatest number of facts into the greatest possible number of children, with a minimum of time, expense and effort. On the other hand, there is the minority of humanistically-oriented educators who have as their goal the creation of better human beings, or in a psychological term, self-actualization.

When one examines the literature in the behavioral sciences, one seldom has the feeling, "That's what it's like to be me." The person is usually missing and the findings have no reality or meaning for us because we cannot find ourselves.

The humanistic point of view does not see itself as competitive with behaviorism and psychoanalysis. Rather, it attempts to supplement their observations and to produce further perceptions and insights. Humanistic psychology centers on human interests and values. It is concerned with the sort of human expressions and experiences which psychology has long neglected, e.g. love, creativity, sense of self, higher values, becoming, spontaneity, warmth, meaning, fair play, transcendental experiences, psychological health, and related concepts. The humanistic social psychological theory focuses on man as a social being who is influenced and guided by the personal meanings he attaches to his experiences. The humanistic philosophy is inclusive of such great names in psychology as A. H. Maslow, Carl Rogers, Harry Stack Sullivan, and Arthur Combs. Five basic characteristics of the humanistic orientation in psychology articulated by Bugental are as follows:

1. Humanistic psychology cares about man.
2. Humanistic psychology values meaning more than procedure.
3. Humanistic psychology looks for human rather than non-human validation.
4. Humanistic psychology accepts the relativism of all knowledge.
5. Humanistic psychology relies heavily upon the phenomenological orientation.[52]





HAPPINESS RESIDES NOT IN POSSESSIONS AND NOT IN GOLD,
THE FEELING OF HAPPINESS DWELLS IN THE SOUL...
Democritus 420 B.C.

TOUCH sees the vital forces of the self-actualized, humanistic teacher as the key factor in guiding the individual student to being educated. Remember the TOUCH definition of being educated means being able to mature as a fully human being. This means that the person develops his potential through increasing his openness to new experiences and increasing his trust in his own capacities.

Maslow supports Rogers and his collaborators in the scientific findings about the more integrated personality as it affects receiving and emitting communication. By becoming more integrated, the person becomes more "open to experience" (more efficiently perceiving) and more "fully functioning" (more honestly expressive). His explorations support the conclusion that healthy people are more spontaneous and more expressive, that they emit behavior more easily, more totally, more honestly and that they perceive themselves, other people, and all of reality better.

How well does our educational system deal with the individual and his value system? The home economics discipline probably deals with values more openly than any other educational unit and if we are truly honest with ourselves we probably would admit we are just scratching the surface. The five basic questions outlined in the student management plan of the TOUCH Process are questions we hear in daily communications, but we have found they are a vehicle to help the student get a clear view of and commitment to his values. The management plan is also effective in providing that continuing process for choosing the roles consistent with one's values and integrating these roles into a consistent self. We, as teachers, can ask ourselves these same basic questions on a continuing basis to keep in touch with ourselves and be authentic human beings in our roles as a facilitator of learning.

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[52] Don B. Hamachek, Encounters with the Self (New York, 1971).

Dorothy Price warns us that a key element in the social decision-making process is changing the role to fit the person, not changing the person to fit the role. "The responsive adult is able to establish a relationship with students and adults which enables wholesome values to develop and to be challenged. An adult who must rely on standard of pressure, force, and extrinsic rewards usually will not be able to generate the rapport necessary for the individual student's development of sound values.[53]

*"I felt that I mattered to the
teacher and so I felt much closer."
--TOUCH Student*

Several studies have shown that students who did poorly but expected to do so were more satisfied and content than even those who did well but had not expected to do so. Those who found themselves doing well, experienced considerable discomfort and tended to bring their performance into agreement with their expectations. Individuals are generally unwilling to accept evidence that is contrary to the ways they perceive themselves; they resolve conflict between evidence and personal judgement; for example, if you see yourself as a good teacher and being a good teacher is a central aspect of yourself and of great value, it will take a large number of classroom failures to convince you to think otherwise.[54]

IT'S GREAT TO BE GREAT, BUT IT'S GREATER TO BE HUMAN.
--Will Rogers

A teacher can have an enormous influence on a student's self-attitudes, particularly as these attitudes are related to his feelings about being able to think, answer questions, and solve problems. Teachers are quickly established as "significant" persons in the lives of most students. Even if a child's self has been nurtured in a healthy home atmosphere, a teacher who is harsh and rejecting may interfere with the processes of otherwise healthy development. With this kind of teacher the student can no longer be his forthright self, free to inquire and develop. Instead he becomes defensive and reactive, concerned more with survival than with learning.

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[53] Dorothy Price.

[54] Donald H. Eichhorn, "The School As Center for Human Development," Educational Leadership (October, 1971), p. 26-27.

What is it that students respond positively and negatively to in teachers? The following supportive research is included so that you will have a better understanding of why we use the word facilitator as a humanistic force in the classroom.

One of the most revealing investigations related to teacher personality was based upon the opinions of 3,275 high school seniors concerning best-liked and least-liked teachers. Consider the four most frequently cited reasons in each category.

LIKING A TEACHER FOR:

1.	is helpful in schoolwork, explains lessons and assignments clearly and thoroughly, and uses examples in teaching.	51 %
2.	Cheerful, happy, good-natured, jolly, has a sense of humor and can take a joke.	40 %
3.	Human, friendly, companionable, "one of us."	30 %
4.	Interested in and understands pupils.	26 %

DISLIKING A TEACHER FOR:

1.	Too cross, crabby, grouchy, never smiles, nagging, sarcastic, loses temper, "flies off the handle."	50 %
2.	Not helpful with schoolwork, does not explain lessons and assignments, not clear, work not planned.	30 %
3.	Partial, has "pets" or favored students, and picks on certain pupils.	20 %
4.	Superior, aloof, haughty, "snooty," overbearing, does not know you out of class.[55]	20 %

You will note that personality traits monopolize the top rankings after the first items which deal with teaching techniques as they immediately affect students. Mastery of subject matter ranked sixteenth on both lists.

Effective teachers appear to be those who are "human" in the fullest sense of the word. They have a sense of humor, are fair, empathetic, more democratic than autocratic, and apparently can relate easily and naturally to students on either a one-to-one or group basis. Their classrooms seem to reflect miniature enterprise operations in the sense that they are open, spontaneous, and adaptable to change.

[55] Don E. Hamachek, pp. 195-6.

> *It takes the right kind of teacher to be able to understand each pupil in her class so that she doesn't just teach but puts her own feelings into it. We have this kind of teacher who understands her class and will help the kids with their problems.*
>
> *--TOUCH Student*

Ryan's study of teachers' characteristics involving some six thousand teachers in seventeen hundred schools found there were differences between the self-related expressions of high emotionally stable teachers versus low emotional stability teachers. The more emotionally stable teachers were more apt to have the following kinds of self-reports:

1. frequently named self-confidence and cheerfulness as dominant self-traits.
2. said they liked active contact with people.
3. expressed interest in hobbies and handicrafts.
4. reported their childhood to be of happy experiences.[56]

We can be even more specific. For example, Arthur Combs in his book The Professional Education of Teachers cites several studies which reached similar conclusions about the way good teachers typically see themselves.

1. Good teachers see themselves as identified with people rather than withdrawn, removed, apart from or alienated from others.
2. Good teachers feel basically adequate rather than inadequate. They do not see themselves as reliable, dependable individuals with the potential for coping with events as they happen.
3. Good teachers feel trustworthy rather than untrustworthy. They see themselves as reliable, dependable individuals with the potential for coping with events as they happen.
4. Good teachers see themselves as wanted rather than unwanted. They see themselves as likable and attractive (in personal, physical sense) as opposed to feeling ignored and rejected.
5. Good teachers see themselves as worthy rather than unworthy. They see themselves as people of consequence, dignity, and integrity as opposed to feeling they matter little, can be overlooked, and discounted.
6. Good teachers see themselves as good people.

Combs has investigated the perceptual differences between good and poor teachers, and he suggests that good teachers can be clearly distinguished from poor ones with respect to the following perceptions about people.

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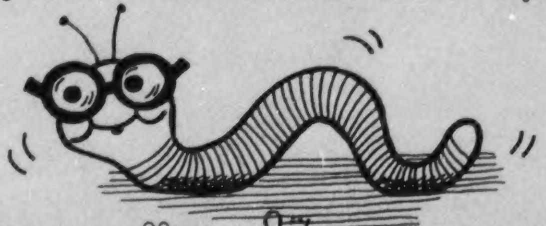
[56] Ibid., p. 198.

The good teacher:

1. is more likely to have an internal rather than an external frame of reference. That is, he seeks to understand how things seem to others and then uses this as a guide for his own behavior.
2. is more concerned with people and their reactions than with things and events.
3. is more concerned with the subjective-perceptual experiences of people than with objective events. He is, again, more concerned with how things seem to people than just the so-called or alleged "facts."
4. seeks to understand the causes of people's behavior in terms of their current thinking, feeling, beliefs, and understandings rather than in terms of forces exerted on them now or in the past.
5. generally trusts other people and perceives them as having the capacity to solve their own problems.
6. sees others as being friendly and enhancing rather than hostile or threatening.
7. tends to see other people as being of worth rather than unworthy.
8. sees people and their behavior as essentially developing from within rather than as a product of external events to be molded or directed. In other words, he sees people as creative and dynamic rather than passive or inert.
9. seems to have generally more positive view of others--students, colleagues, and administrators.
10. is not as prone to view others as critical, attacking people with ulterior motives, but rather sees them as potentially friendly and worthy in their own right.
11. has a more favorable view of democratic classroom procedures.
12. has the ability and capacity to see things as they seem to others; i.e., the ability to see things from the other person's point of view.
13. does not see students as persons "you do things to" but rather as individuals capable of doing for themselves once they feel trusted, respected, and valued.[57]

There is also evidence to suggest that when a teacher is able to personalize his teaching he is apt to be more successful when it comes to motivating students to do better work. Page conducted an experiment with high-school students and teachers in which the teachers graded objective tests of their pupils and randomly assigned each paper to one of three groups. The group-one student was given back his paper with no comment except a stereotyped, standard comment. Group-two students received their marks with a standerdized notation, "Perhaps try to do still better." A group-three student received a personal comment from the teacher saying



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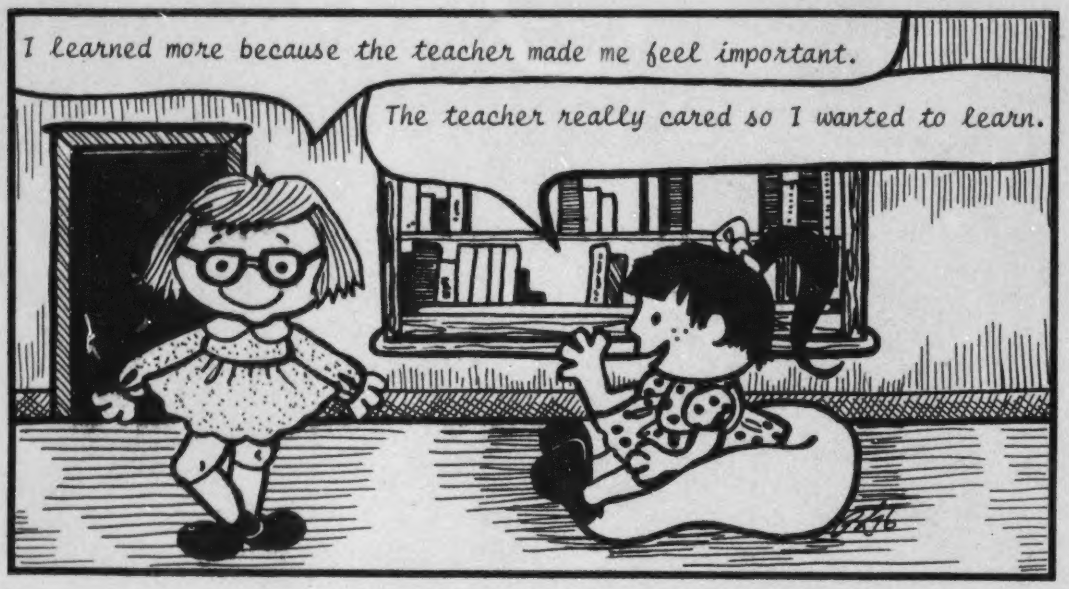
[57] *Ibid.*, pp. 199-202.

whatever he thought might encourage that particular student. On the next objective test, group two and three out-performed group one. The greatest improvement was made by failing students in group three who received encouraging personal notes on their papers. This study points up the motivational implications of evaluative practive that goes far beyond the simple indication of right or wrong answers.

TOUCH students reacted with statements such as:


I learned more because the teacher made me feel important.
The teacher really cared so I wanted to learn.

Comments like these come because the teacher capitalized on motivational devices at the personal level. Examples of this motivation are:

1. TOUCH-Grams, personal notes given individually to students with compliments, encouragement, or alternative ideas related to that student's learning.
2. Personal conferences were followed with personal notes to the individual student with follow-up information related to conference questions.
3. After reviewal of student management plans, TOUCH-Grams were attached.
4. When students were absent, they received a summary of the day in a personal style.
5. The final evaluation was a personal letter identifying matters concerning the individual student.

Becoming more personal in the classroom not only involves how the teacher communicates in the classroom, but the process by which the teacher teaches.

> *Too often the human being is not valued for his human capabilities, but is rather valued and rewarded for his ability to become more machinelike, more efficient, quiet, uncomplaining, perpetually smiling and errorless.*[58]

TOUCH believes in the human capabilities of the student and only when the teacher values the uniqueness, will the learner become educable in the TOUCH-sense for his life skills.

> *TO BE NOBODY-BUT-YOURSELF IN A WORLD WHICH IS DOING ITS BEST, NIGHT AND DAY, TO MAKE YOU EVERYBODY ELSE MEANS TO FIGHT THE HARDEST BATTLE WHICH ANY HUMAN BEING CAN FIGHT AND NEVER STOP FIGHTING.*
>
> --*e. e. cummings*

please
Touch

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[58] John E. Valusek, "On Humanizing Education," Educational Horizons, Volume 52, No. 1, Fall, 1973.

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OBJECTIVES OF TOUCH	WHERE	WHEN	WHO
A. Each student will develop a more positive self-concept by:			
1. listing the roles he will play as an adult in today's dynamic society.	on the "Who Am I?" page of the student management plan	during the second or third week of the course	student
2. writing responses to the phrases which help define the student's self-concept.	on the "Who Am I?" page of the student management plan	during the second or third week of the course	student
3. summarizing his responses to the I Check-Up.	on the "Who Am I?" page of the student management plan	during the second or third week of the course	student
4. making constructive verbal communication in the classroom group.	on the I Check-Up	at the end of the course	student
5. stating that he feels he is respected by adults.	on the I Check-Up	at the end of the course	student
6. interacting with new people.	on the I Check-Up	at the end of the course	student
7. interacting with persons at different age levels, preschool through the aged.	on the I Check-Up	at the end of the course	student
8. supporting his own opinions and decisions when there is a differing viewpoint.	on the I Check-Up	at the end of the course	student
9. remaining on the topic or subject of discussion	on the I Check-Up	at the end of the course	student
10. sharing his personal feelings.	on the I Check-Up	at the end of the course	student
11. stating that he feels that value is placed on his feelings.	on the I Check-Up	at the end of the course	student

OBJECTIVES OF TOUCH	WHERE	WHEN	WHO
12. showing tolerance of others' feelings.	on the I Check-Up	at the end of the course	student
13. accepting self-discipline	on the I Check-Up	at the end of the course	student
14. stating that he has friends	on the I Check-Up	at the end of the course	student
15. stating that he feels he is at peace with himself.	on the I Check-Up	at the end of the course	student
16. stating that he feels he is ready to put on a job station.	on the I Check-Up	at the end of the course	student
B. Each student will have a better orientation to family living by: 1. summarizing his abilities for being a family member.	on the "Where Am I?" page of the student management plan	during the course	student
2. summarizing his interests as a family member.	on the "Where Am I?" page of the student management plan	during the course	student
3. utilizing needs assessment instruments which he feels will help him determine his abilities and interests for being a family member.	selected from the "Where Am I?" segment of the student management plan	during the course	student
4. listing personal goals for family membership for the quarter, the year, and the next five years.	on the "Where Do I Want To Be?" page of the student management plan	during the course	student

OBJECTIVES OF TOUCH	WHERE	WHEN	WHO
C. Each student will have a better orientation to community living by:			
1. describing the lifestyle which will accompany a potential occupational choice.	on the "Where Am I?" page of the student management plan	during the course	student
2. talking with one or more resource people or the facilitator about community living or having a rural-to-urban experience.	recorded in the minutes of the class secretary	during the course	class secretary
3. describing how he differently views community life from his viewpoint at the beginning of the course.	subjective response on the post-test on community living and career development	at the end of the course	student
4. describing the way in which he sees community life and being a community member.	on the "Where Am I?" page of the student management plan	during the course	student
5. listing his interests for being a community member.	on the "Where Am I?" page of the student management plan	during the course	student
6. listing his abilities for being a community member.	on the "Where Am I?" page of the student management plan	during the course	student

OBJECTIVES OF TOUCH	WHERE	WHEN	WHO
D. Each student will have a better orientation to his career development by:			
1. listing jobs or job areas he feels are suitable for himself.	on the "Where Am I?" page of the student management plan	during the course	student
2. listing his abilities for being a worker.	on the "Where Am I?" page of the student management plan	during the course	student
3. listing his interests for being a worker.	on the "Where Am I?" page of the student management plan	during the course	student
4. listing personal goals for being a worker for the quarter, the year, and the next five years.	on the "Where Do I Want To Be?" page of the student management plan	during the course	student
E. Each student will follow the TOUCH Learning Process by:			
1. selecting course content areas which he feels will meet his individual needs.	on the "Where Do I Want To Be?" page of the student management plan	during the course	student
2. writing objectives pertaining to his selected content areas	on the "Where Do I Want To Be?" page of the student management plan	during the course	student
3. selecting methods by which he desires to achieve his objectives.	on the "How Am I Going To Get There?" page of the student management plan	during the course	student

OBJECTIVES OF TOUCH	WHERE	WHEN	WHO
4. using the resource matrix in selecting specific resources to reach his objectives.	on the "How Am I Going To Get There?" page of the student management plan	during the course	student
5. selecting the type of evaluation for his self-progress in the course.	on the "How Am I Going To Get There?" page of the student management plan	during the course	student
6. stating reasons for reaching or not reaching his course objectives.	on the "How Am I Doing?" page of the student management plan	during the course	student
7. summarizing his learning.	on the "How Am I Doing?" page of the student management plan	during the course	student
8. projecting his future needs.	on the "How Am I Doing?" page of the student management plan	at the end of the course	student
9. participating in the Impact process.	in the class secretary's minutes	during the course	class secretary
10. trusting the facilitator.	on a tape recording or written on the final evaluation	at the end of the course	student
11. seeing the facilitator as someone he could go to for guidance	on a tape recording or written on the final evaluation	at the end of the course	student

TEACHER'S MODEL

FOR

TOUCH APPROACH

My name______________________________ My course title_________________________

No. weeks of course______ Date I begin course__________________________________

Date I complete course______________________________________

The content areas for my course:

My resource matrix for this specific course: (Use separate sheets of paper or large sheet of newsprint for rough draft)

My cognitive pre-test for this course: (Develop on a separate sheet of paper)

My plan for building trust:

My plan for introducing student management plan

My ideas for potential class activities related to course objectives for the Impact In-Depth Planning Project:

My potential plan for integrating the process of evaluation:

DIRECTIONS FOR STUDENTS USING THE ACCESS SYSTEM

The resources have been gathered for your use; however, we need to cooperate in using them for the sake of it staying complete.

An access system is an ongoing process with new materials being continually added as available. We encourage you to contribute resource materials you find helpful to your growth as an individual.

TOUCH-Dex gives the code numbers for all the areas of home economics. You will be able to locate available resources related to a particular topic by checking the file folder in the access system corresponding to the code number you have identified in the TOUCH-Dex.

Only one copy of pamphlets, newspaper, or magazine articles are filed within the folder. Please use these within the department. Extra copies are available for you to check out if the resource is not marked, "one copy only". Please fill out this available form:

Pamphlet Number or Title____________________

Access Number____________________

Name____________________

Date____________________

and leave it in the box that is provided before taking a resource out of the department.

USING THE TOUCH APPROACH MATRIX

The TOUCH Approach Matrix may be prepared for each course offered within the home economics department. It is a guideline to help the student locate resources related to the subject area he or she wants to pursue. Included in the matrix are: the access system number for the subject area, names in the community resource bank related to that subject area, school personnel with background in the area, movies which have been ordered, filmstrips, transparencies, books which include some information on the area, names of related topics to use in searching for magazine articles through the Reader's Guide to Periodical Literature, and other resources which the teacher knows is available.

By definition, a matrix is an orderly array of elements; the array being in the form of rows and columns. Formation of the TOUCH Approach Matrix involves three major steps. First, a list of the subject areas for the course are entered in the row across the top of the matrix. Second, the resource types are listed in the column on the left-hand side of the matrix. Finally, specific resources are filled into the blank spaces in the appropriate column and row.

The use of the TOUCH Approach Matrix will help you, as a student, learn to be selective in choosing resources that will give you the greatest benefits. Not all the resources listed may be helpful to you, nor is the list a complete record of everything available. It is only a guideline created by the teacher to assist you in your selection of resources to help you reach your own goals.

LOST IN A LOST WORLD

I woke up today, I was crying,
Lost in a lost world,
Cos' so many people are dying,
Lost in a lost world.
Some of them are living an illusion,
Bounded by the darkness of their minds,
In their eyes, it's nation against nation,
With racial pride, sad hearts they hide
Thinking only of themselves,
They think they're right
Living in their empty shells.

Oh can you see their world is crashing
Crashing down around their feet
And angry people in the street,
Are telling them, "They've had their fill
Of politics that wound and kill."
Grow, the seeds of evolution
Revolution never won
It's just another form of gun
To do again what they have done
With all our brothers youngest sons.

Everywhere you go you'll see them searching
Everywhere you turn you'll feel the pain
Everyone is looking for the answer
We'll look again, come on my friend
Love will find them in the end
Come my friend, we've got to bend
On our knees and say a prayer.

Oh can you feel the world is pining
Pining for someone who really cares,
Enough to share his love,
With all of us.
So we can be an ever loving family.
Have you forgotten we're all children.
Children from a family tree
That's longer than a centipede
And started long ago when you
And I were only love--

I woke up today, I was crying,
Lost in a Lost World,
Cos' so many people are dying,
Lost in a Lost World.

The Moody Blues

YOU'VE GOT TO BE CAREFULLY TAUGHT

You have got to be taught to hate and fear
Day after day, year after year.
It's got to be drummed in your dear little ear
You've got to be taught to hate and fear.

You have got to be taught before it's too late
Before you are six or seven or eight
To hate all the people your relatives hate
You've got to be carefully taught.

----Michael Johnson

CHILDREN, ONE AND ALL

Some of us live in big white houses,
Some of us live in small.
Some of our names are written on blackboards,
Some are written on walls.
Some of our daddies work in factories,
Some of them stand in line,
Some of our daddies buy us marbles,
Some of them just buy wine.
But at night you can't tell Sunday suits
from tattered overalls.
But then we're only children...children, one and all.

Some of us take our lunch in boxes,
Some in paper sacks,
Some of us kids join in the laughter,
Some hear it at our backs.
Some of our mothers sew fine linens,
Some can't sew a stitch.
Some of our mothers dress up poorly,
And some of them dress up rich.
But at night you can't tell party dresses
from hand-me-downs too small.
But then we're only children...children, one and all.

Some of us learn our lessons poorly,
Some of us learn them well.
Some of us find an earthly heaven
Some of us live in hell.
Some of us go right on a preaching
Without making too much sense.
Some of us hide behind a wall
and some behind a fence.
But at night you can't tell picket fences
from bricks a tower tall.
But then we're only children...children, one and all.

Some of us grow up tall and handsome
Some of us grow up plain.
Some of us own the world in ransom,
Some of us just our name.
Some of our people die in misery;
Some of them die in peace.
Some of our people die for nothing,
But dying doesn't cease.
And at night you can't tell fancy coffins
from boxes in the hall.
But then we're only children...children, one and all.

----Mary Travers

TAKE OFF YOUR MASKS

Have you heard the birds on the silver spring mountain?
Have you seen tomorrow set with the sun?
Have you seen yourself in the faces of children?
And has the now past and forever begun?

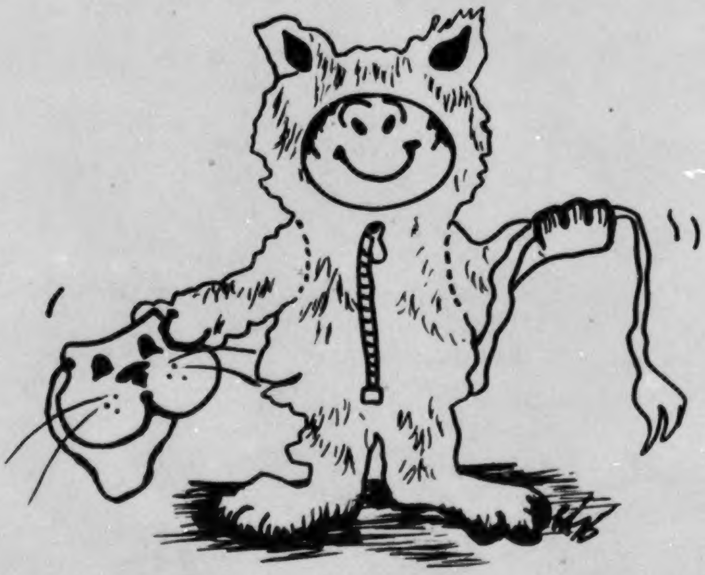
Oh, take off your mask; there are people outside looking.
Take off your mask; you can find what you see.
Take off your mask, and sit down at our table.
Sit down and share with us what we have to eat.

And come hear the birds on the silver spring mountain.
See tomorrow set with the sun.
See ourselves in the faces of children.
Today will be past and tomorrow begun.

What do you see now that you're naked?
What was it you hid in the depth of your fear?
Look at yourself in the mirror beside you
Your face shines in wonder with the spell that you're under.
Your tears tell the story that cleanse you from worry
I am your brother, your friend.

Hear the birds on the silver spring mountain
See tomorrow set with the sun.
See ourselves in the faces of children
Today, it is past
Tomorrow and tomorrow has begun.

----Peter Yarrow



DON'T BE FOOLED BY ME

Don't be fooled by me.
Don't be fooled by the face I wear for I wear a mask.
I wear a thousand masks, masks that I'm afraid to take off,
And none of them are me;
Pretending is an art that is second nature to me
But don't be fooled, for God's sake don't be fooled!

I gave you the impression that I'm secure,
That all is sunny and unruffled with me,
Within as well as without, that confidence is my name
And coolness my game, that the water's calm
And I'm in command, and that I need no one.
But don't believe me. Please.

My surface may seem smooth, but any surface is a mask,
Beneath lies the real me in confusion, in fear,
In aloneness but I hide this.
I don't want anybody to know this.
I panic at the thought of my weakness and fear of being exposed
But I hide this.
That's why I frantically create a mask to hide behind.

A nonchalant sophisticated facade, to help me pretend,
To shield me from the glance that knows,
But such a glance is precisely my salvation and I know it.
That is why it is followed by acceptance.
If it is followed by love, it's the only thing
That can liberate me from myself,
From my own self-built prison walls,
From the barriers that I so painstakingly erect.
It's the only thing that will assure me
Of what I can't assure myself,
That I'm really something.
But I don't tell you this, I don't dare. I'm afraid to.
I'm afraid that you'll think less of me. That you'll laugh
And your laugh will kill me.
I'm afraid that deep down I'm nothing, that I'm just no-good,
So I play my game, my desperate pretending
Game with a facade of assurance without,
And a trembling child within.

And so again begins the parade of masks,
The glittering but empty parade of masks,
And my life becomes a front.
I idly chat with you in the suave tones of surface talk.
I tell you everything that's nothing and nothing of what's
Everything, of what's crying within me,
So when I'm going through my routine don't be fooled by what
I'm not saying, please listen carefully and try to hear
What I'm not saying, but I'd like to be able to say:
What for survival I need to say, but what I can't say.

I dislike hiding, honestly, I dislike the superficial game
I'm playing; the superficial, phoney game.
I'd really like to be genuine and spontaneous, and me,
But you've got to help me. You've got to hold out your hand
Even when that's the last thing I seem to want.

Only you can call me into aliveness each time you're kind and
Gentle, and encouraging, each time you try to understand
Because you really care, my heart begins to grow wings,
Very small wings, very feeble wings, but wings.

With your sensitivity and sympathy and your power of understanding
You can breathe life into me. I want you to know that.
I want you to know how important you are to me,
How you can be a creator of the person that is me
If you choose to.

Please choose to.
You alone can release me from my shadow world of pains
And from my lonely prison.
Do not pass me by, please do not pass me by.
It will not be easy for you.
A long conviction of worthlessness builds strong walls.
The nearer you approach to me,
The blinder I may strike back.
It's irrational, but despite what the books say about men,
I'm irrational,
I fight against the very thing that I cry out for,
But I am told that love is stronger than strong walls,
And in this lies my hope.
My only hope.
Please try to beat down those walls with firm hands,
But with gentle hands,
For a child is very sensitive.
Who am I, you may wonder?
I am someone you know very well.
For I am every man you meet.
And I am every woman you meet.

----Author Unknown

Pre-Needs and Attitude Assessment

Name____________________

Date____________________

Directions: Place a check mark (✓) over the letter which is your response to each statement.

1. I like school.....

______ a. all of the time
______ b. most of the time
______ c. sometimes
______ d. hardly ever
______ e. never

2. School is fun for me.....

______ a. all of the time
______ b. most of the time
______ c. sometimes
______ d. hardly ever
______ e. never

3. I am treated fairly in school.....

______ a. all of the time
______ b. most of the time
______ c. sometimes
______ d. hardly ever
______ e. never

4. Our school building is a nice place to be in.....

______ a. all of the time
______ b. most of the time
______ c. sometimes
______ d. hardly ever
______ e. never

5. I feel as though I don't belong in this school.....

______ a. all of the time
______ b. most of the time
______ c. sometimes
______ d. hardly ever
______ e. never

6. School is boring.....

______ a. all of the time
______ b. most of the time
______ c. sometimes
______ d. hardly ever
______ e. never

7. School makes me sad.....

______ a. all of the time
______ b. most of the time
______ c. sometimes
______ d. hardly ever
______ e. never

8. Check one of the following sentences:

______ a. The marks I get in school are very important to me
______ b. The marks I get in school are important to me
______ c. I don't know if the marks I get in school are important to me
______ d. The marks I get in school are not especially important to me
______ e. The marks I get in school don't matter to me at all

9. Check one of the following sentences:

______ a. It is very important to me to do my school work better than others in my class
______ b. It is important to me to do my school work better than others in my class
______ c. I don't know if the marks I get in school are important to me
______ d. The marks I get in school are not especially important to me
______ e. The marks I get in school don't matter to me at all

10. Teachers know who I am as a unique individual

______ a. all of the time
______ b. most of the time
______ c. sometimes
______ d. hardly ever
______ e. never

11. Teachers correct me without hurting my feelings when they think I am doing something wrong.....

______ a. all of the time
______ b. most of the time
______ c. sometimes
______ d. hardly ever
______ e. never

12. My teachers talk too much.....

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

13. Teachers let us work on what we feel is important.....

______ a. all of the time
______ b. most of the time
______ c. sometimes
______ d. hardly ever
______ e. never

14. At school other people really care about me.....

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

15. We have to be quiet in our classes.....

______ a. all of the time
______ b. most of the time
______ c. sometimes
______ d. hardly ever
______ e. never

16. I'm interested in my classes at school.....

______ a. all of the time
______ b. most of the time
______ c. sometimes
______ d. hardly ever
______ e. never

17. Students have something to say about how their classes are run.....

______ a. all of the time
______ b. most of the time
______ c. sometimes
______ d. hardly ever
______ e. never

18. I am sure of myself.....

______ a. all of the time
______ b. most of the time
______ c. sometimes
______ d. hardly ever
______ e. never

19. I enjoy what I do.....

______ a. all of the time
______ b. most of the time
______ c. sometimes
______ d. hardly ever
______ e. never

20. I am proud of my work.....

______ a. all of the time
______ b. most of the time
______ c. sometimes
______ d. hardly ever
______ e. never

21. I am easy to like.....

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

22. I can be trusted

______ a. all of the time
______ b. most of the time
______ c. sometimes
______ d. hardly ever
______ e. never

23. People listen to me.....

______ a. all of the time
______ b. most of the time
______ c. sometimes
______ d. hardly ever
______ e. never

24. I just can't seem to learn very much.....

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. never

25. I am afraid to try things I have never tried before.....

______ a. all of the time
______ b. most of the time
______ c. sometimes
______ d. hardly ever
______ e. never

26. I am afraid to speak up in class.....

______ a. all of the time
______ b. most of the time
______ c. sometimes
______ d. hardly ever
______ e. never

27. I wish I were someone else my age.....

______ a. all of the time
______ b. most of the time
______ c. sometimes
______ d. hardly ever
______ e. never

28. I make more mistakes than other kids.....

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

29. People pick on me.....

______ a. all of the time
______ b. most of the time
______ c. sometimes
______ d. hardly ever
______ e. never

30. Students obeyed rules in this class.....

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

31. We needed rules in this class.....

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

32. Grown-ups need laws and rules so people will know what they cannot do.....

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

33. If I had a friend whose father was put in jail for stealing, I would continue to play with my friend because my friend didn't do anything wrong.....

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

34. If I had a friend whose father was put in jail for stealing, I would stop playing with this friend because my other friends would not like me if I did.....

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

35. Check one of the following statements:

______ a. I would like to have someone of another race or religion as my dentist.
______ b. I would probably like to have someone of another race or religion as my dentist.
______ c. I don't know if I would like to have someone of another race or religion as my dentist.
______ d. I would probably not like to have someone of another race or religion as my dentist.

36. Check one of the following sentences:

______ a. I would like to have someone of another race or religion represent me in the government.
______ b. I would probably like to have someone of another race or religion represent me in the government.
______ c. I don't know if I would like to have someone of another race or religion represent me in the government.
______ d. I would probably not like to have someone of another race or religion represent me in the government.
______ e. I would not like to have someone of another race or religion represent me in the government.

37. People of a different color or religion should not be allowed to go to public schools.

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

38. Doing some kind of work is a responsibility of being grown up.

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

39. People feel good when they work hard for something they want.

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

40. If I work at something hard enough, I have a good chance of succeeding.

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

41. A person can do any kind of work he wants as long as he tries hard.

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

42. Check one of the following sentences.

______ a. I am very interested in learning about jobs.
______ b. I wouldn't mind learning about jobs.
______ c. I have no opinion
______ d. I am not very interested in learning about jobs.
______ e. I don't want to learn about jobs.

43. We are learning about different jobs in school

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

44. I think what I am learning in school will be important to know when I start to work.

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

45. It is not important to decide what kind of a job you would like until after you have finished high school.

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

46. Your age doesn't matter if you want a job.

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

47. Nowadays a woman can get almost any job she wants.

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

48. Most companies don't care about the people who work for them.

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

49. I would be proud to own my own business.

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

50. It's not important to worry about choosing a job because you won't have anything to say about it anyway.

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

51. Everybody should get the same pay no matter how hard they work or what they do.

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

52. A job that earns a lot of money is more important than one that does not earn very much.

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

53. A person who has to do a lot of thinking in his work is more important than a person who works with his hands.

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

54. People who earn a lot of money are more important than those who who do not.

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

55. Work is important mainly because it lets you buy the things you want.

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

56. Liking what you do is the most important.

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

57. Making sure you won't get tired is the most important thing about a job.

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

I Check-Up

School________________

Name________________

Date________________

Directions: Self-concept is how you see yourself. The purpose of the I Check-Up is to help you measure your growth in self-concept. If you take the I Check-Up now and then again following an experience, your self-concept may change.

The statements listed on the I Check-Up are self-concept traits. They are things that tell you who you are. You will see that there are two columns with four circles between them. The statements across from each other are opposites. Fill in the circle nearest to the statement that describes you. In the box below there are four examples.

Examples:

1. Conrad responded to the statements below by filling in the circle closest to "I like myself" because he feels he always likes himself.

   I like myself. ● ○ ○ ○ I do not like myself

2. Gladys filled in the second circle because she feels she likes herself most of the time, but not all of the time.

   I like myself. ○ ● ○ ○ I do not like myself.

3. Alfred chose to fill in the fourth circle because he never likes himself. In fact he hates himself.

   I like myself. ○ ○ ○ ● I do not like myself.

4. Jennifer filled in the third circle because she dislikes herself more often than she likes herself.

   I like myself. ○ ○ ● ○ I do not like myself.

1.	I do not like to change plans.	○	○	○	○	I can adapt to changes in plans.
2.	I don't talk much or feel I have much to say.	○	○	○	○	I contribute to group discussion.
3.	I feel that adults respect me.	○	○	○	○	I usually feel that adults do not respect me.

4.	I interact with people I have just met.	0 0 0 0	I am afraid to talk with people I don't know.
5.	I consider that I have quite a few friends	0 0 0 0	I am not the kind of person who has friends.
6.	I feel I am not ready for a job.	0 0 0 0	I feel I am ready for a job.
7.	I feel that I can be a participating member of of society.	0 0 0 0	I have doubts as to whether I'll be a participating community member.
8.	I need to be alone at times.	0 0 0 0	I can't stand to be alone.
9.	I really listen to others	0 0 0 0	I don't really listen to others.
10.	I am creative.	0 0 0 0	I have difficulty being creative.
11.	I talk with people no matter what their age.	0 0 0 0	I avoid talking to people of ages other than my own.
12.	I support my own opinions and decisions even when they're different.	0 0 0 0	I keep quiet or agree with someone even when I have a differing viewpoint.
13.	I look away from a person's eyes when talking.	0 0 0 0	I have direct eye contact with people when talking.
14.	I feel uncomfortable when alone with someone.	0 0 0 0	I feel comfortable when alone with someone.
15.	I rarely think about my philosophy of life.	0 0 0 0	I am continually developing my philosophy of life.
16.	I usually think realistically.	0 0 0 0	I spend long amounts of time daydreaming.
17.	I control my temper.	0 0 0 0	I often lose my temper.
18.	I feel I can be happy as a family member in the future.	0 0 0 0	I feel I cannot be happy as a family member in the future.
19.	I behave according to what I think is right or wrong.	0 0 0 0	I do not have a defined code of what I think is right or wrong.
20.	I like to be myself regardless of what most persons do or think.	0 0 0 0	I usually go along with the crowd.
21.	I say, "It isn't my fault" when I make a mistake.	0 0 0 0	I say "I am wrong" when I make a mistake.

22.	I usually expect failure.	0 0 0 0	I usually expect success.
23.	I feel at peace with myself.	0 0 0 0	I feel mixed up about a lot of things.
24.	I have doubts as to whether I'll be a successful worker.	0 0 0 0	I feel I can be a successful worker.
25.	I am open to new ideas.	0 0 0 0	I feel I am set in my ways.
26.	I avoid taking a risk so I can prevent making a mistake.	0 0 0 0	I learn from my mistakes and am willing to try something different.
27.	I am aware of my limitations.	0 0 0 0	I am not sure what my limitations are.
28.	I know what my abilities are.	0 0 0 0	I don't know what my abilities are.
29.	I hide my real feelings from others.	0 0 0 0	I share my real feelings with others.
30.	I become self-conscious when everyone has attention on me.	0 0 0 0	I have confidence in myself when I am the center of attention.
31.	I usually feel quite powerless.	0 0 0 0	I feel I have power.
32.	I usually understand myself.	0 0 0 0	I rarely understand myself.
33.	I care about the world its people, and problems.	0 0 0 0	I don't care about the world, its people and problems.
34.	I have faith in myself.	0 0 0 0	I have little faith in myself.
35.	I depend mostly on other peoples' thinking.	0 0 0 0	I do my own thinking.
36.	I understand most of my personal feeling.	0 0 0 0	I do not understand why I feel the way I do.
37.	I am mostly happy with life now.	0 0 0 0	Life often makes me sad now.
38.	I enjoy my own accomplishments and those of others.	0 0 0 0	I never accomplish much and envy others' accomplishments.
39.	I am comfortable with my feelings about the future.	0 0 0 0	I worry about the future.

Direction Sheet for the I Check-Up Profile

To show the growth you have made in self concept during the course, you may complete the profile on the following pages.

For each statement fill in the same circle you had filled in on the I Check-Up.
Please be sure you are on the right number!

Your profile chart will begin to look like this if you were to record the four examples given at the beginning of the I Check-Up:

Score for each statement

Statement Number	Pts. 4	3	2	1
3	○	○	○	●
4	○	○	●	○
	Pts. 1	2	3	4
1	○	○	○	●
2	○	○	●	○

After you have filled in the circles on the profile for all of the scores, connect them with a line. When you take the I Check-Up the second time, fill in the circles with a different writing medium (pencil or a pen).

You will probably see a variation in the two lines drawn on your profile. Compare specific items that show a major difference to see if you made positive or negative growth. The number 4 represents the most positive response and the number 1 represents the most negative response.

Remember to summarize your growth on the "Who Am I?" page of the Student Management Plan.

PROFILE FOR THE I CHECK-UP

School____________________

Name____________________

Date____________________

Following the directions on the attached sheet, make your I Check-Up Profile below and on the next page.

	Score on Each Statement			
Points	1	2	3	4
Statement Number				
1	0	0	0	0
2	0	0	0	0
6	0	0	0	0
13	0	0	0	0
14	0	0	0	0
15	0	0	0	0
21	0	0	0	0
22	0	0	0	0
24	0	0	0	0
26	0	0	0	0
29	0	0	0	0
30	0	0	0	0
31	0	0	0	0
35	0	0	0	0

		Score on Each Statement		
Points	4	3	2	1
Statement Number				
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
7	0	0	0	0
8	0	0	0	0
9	0	0	0	0
10	0	0	0	0
11	0	0	0	0
12	0	0	0	0
16	0	0	0	0
17	0	0	0	0
18	0	0	0	0
19	0	0	0	0
20	0	0	0	0
23	0	0	0	0
25	0	0	0	0
27	0	0	0	0
28	0	0	0	0
32	0	0	0	0
33	0	0	0	0
34	0	0	0	0
36	0	0	0	0
37	0	0	0	0
38	0	0	0	0
39	0	0	0	0

You Check-Up

For__________________

By__________________

How others see you is based on your actions and what you say. It may help to understand yourself better if you check how others see you. Ask a close friend or parent to complete this YOU CHECK-UP.

Directions for the You Checker: The statements listed below are self-concept traits. You will see that there are two columns with four circles between them. The statements across from each other are opposites. Fill in the circle nearest to the statement that you feel comes closest to describing the person you are checking. In the box below there are four examples.

Examples:

1. Conrad responded to the statements below by filling in the circle closest to "likes self" because he sees the person he is checking as always liking himself.

Likes self ● ○ ○ ○ Does not like self

2. Gladys filled in the second circle because she feels the person she is checking likes herself most of the time, but not all of the time.

Likes self ○ ● ○ ○ Does not like self

3. Jennifer filled in the third circle because she feels the person she is checking dislikes herself more often than she likes herself.

Likes self ○ ○ ● ○ Does not like self

4. Alfred filled in the fourth circle because he feels that the person he is checking never likes himself. In fact Alfred feels he hates himself.

Likes self ○ ○ ○ ● Does not like self

He or She:

1. Does not like to change plans ○ ○ ○ ○ Does not mind changing plans

2. Doesn't talk much or have much to say in a group discussion ○ ○ ○ ○ Contributes to group discussions

3.	Is respected by adults	0 0 0 0	Is not respected by adults
4.	Interacts with people he or she just met	0 0 0 0	Is afraid to talk with new people he or she just met
5.	Has quite a few friends	0 0 0 0	Is not the kind of person who has many friends
6.	Will not be ready for employment in a job	0 0 0 0	Is ready for employment in a job
7.	Can be a participating member in the community	0 0 0 0	Has doubts as to whether he or she can be a participating community member
8.	Needs to be alone at times	0 0 0 0	Can't stand to be alone
9.	Really listens to others	0 0 0 0	Does not really listen to others
10.	Is creative	0 0 0 0	Is not very creative
11.	Talks with people no matter what their age	0 0 0 0	Avoids talking with people of other age groups
12.	Supports personal decisions and opinions even when they differ from others	0 0 0 0	Keeps quiet or agrees with someone even when having a differing viewpoint
13.	Looks away from a person's eyes when talking to them	0 0 0 0	Has direct eye contact with people when talking to them
14.	Feels uncomfortable when alone with someone	0 0 0 0	Feels comfortable when alone with someone
15.	Rarely thinks about a personal philosophy of life	0 0 0 0	Is continually developing a philosophy of life
16.	Usually thinks realistically	0 0 0 0	Is usually unrealistic in thinking
17.	Controls his or her temper	0 0 0 0	Often loses his or her temper
18.	Can be happy as a family member	0 0 0 0	Cannot be happy as a family member
19.	Behaves like he or she has a defined code of right or wrong	0 0 0 0	Does not behave like he or she has a defined code of right or wrong

20. Likes to be himself regardless of what most persons do or think	0	0	0	0	Usually goes along with the crowd or conforms to what most people do or think
21. Says "it isn't my fault" when making a mistake	0	0	0	0	Says " I am wrong" when making a mistake
22. Usually expects failure	0	0	0	0	Usually expects success
23. Feels at peace with himself or herself	0	0	0	0	Does not feel at peace with himself or herself
24. Will not be a successful worker	0	0	0	0	Will be a successful worker
25. Is open to new ideas	0	0	0	0	Is set in his or her ways
26. Avoids taking a risk to prevent making a mistake	0	0	0	0	Learns from mistakes and is willing to try something different
27. Is aware of personal limitations	0	0	0	0	Is not sure of personal limitations
28. Knows what his or her abilities are	0	0	0	0	Does not know what his or her personal abilities are
29. Hides real feelings from others	0	0	0	0	Shares real feelings with others
30. Becomes self-conscious when everyone has attention on him or her	0	0	0	0	Has self-confidence when he or she is the center of attention
31. Usually is quite powerless	0	0	0	0	Has considerable power
32. Usually has understanding of self	0	0	0	0	Rarely has understanding of self
33. Cares about the world, its people and problems	0	0	0	0	Doesn't care about the world, its people and problems
34. Has faith in self	0	0	0	0	Has little faith in self
35. Depends on other people's thinking	0	0	0	0	Does own thinking
36. Understands personal feelings	0	0	0	0	Does not understand personal feelings
37. Is happy with life	0	0	0	0	Is mostly unhappy with life
38. Enjoys personal accomplishments and those of others	0	0	0	0	Never accomplishes much and envies others accomplishments

PERSONALITY RATING EXERCISE

Directions: Place a check mark (✓) in the column which you feel best describes the comparison of your traits at the beginning of this quarter in relationship to the end of this quarter.

	Better Now	No Change	Worse Now
Ability to work with others.			
Adaptability.			
Common Sense			
Cooperativeness.			
Courtesy.			
Dependability.			
Disposition.			
Efficiency.			
Initiative.			
Interest in Study or Work.			
Punctuality.			
Reliability.			
Tactfulness.			
Trustworthiness.			

Name____________________________________

Date____________________________________

Who are you and what is your potential?

There are many areas within our society and culture which convey to us images that become part of the feelings we have about ourselves-who we are, what we can do, what we have to offer. Many times we are not aware of how our attitudes have developed or how we have learned particular roles.

During the next few days try to be very conscious of whether or not you are stereotyping. Ask yourself the following questions:

How aware am I of my own attitudes?

Do I know what my stereotypes are-for myself and for others?

Do I make quick judgments based on these stereotypes?

Am I free to break out of these stereotypes and look at myself and others with a fresh, new perspective?

The following learning experiences have been developed for you to use by yourself or with others.

HOW AWARE ARE YOU?

Think about some of the people and events which have influenced who you are. More personal situations that were important in your life can be included. For each situation think through the following questions:

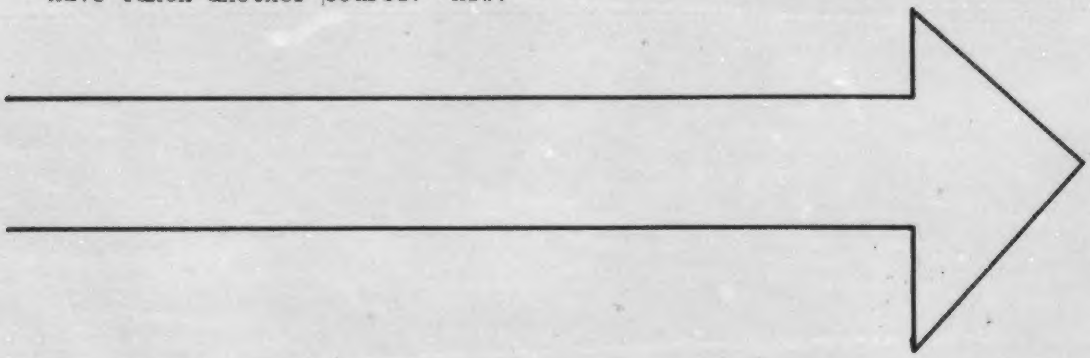
Why was this event important?

Why did this person influence me?

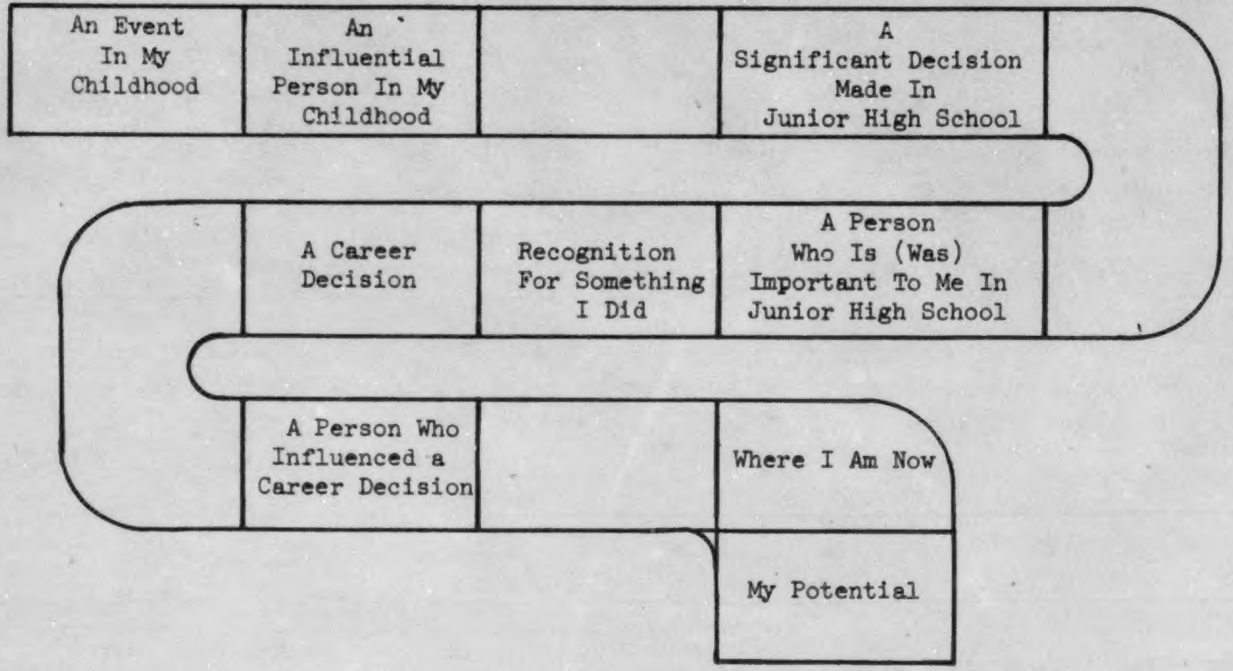
How did this event or person influence my life and who I am today?

Were there any stereotypes involved? Was I being stereotyped? Was I stereotyping someone else? Would the situation have been different if I were male? Female? Of another race? Background? Culture?

If the stiuation had been different in some way, would I or my life have taken another course? How?



HOW AWARE AM I?


An Event In My Childhood
An Influential Person In My Childhood
A Significant Decision Made In Junior High School
A Career Decision
Recognition For Something I Did
A Person Who Is (Was) Important To Me In Junior High School
A Person Who Influenced a Career Decision
Where I Am Now
My Potential

WHO ARE YOU TODAY?

What is your image of yourself today and of your future potential? (As a point of information, it has been estimated that the functioning capacity used by healthy human beings is between 4-10%. Dr. Herbert Otto, psychologist and educator, and Dr. Margaret Mead, anthropologist, believe it is somewhere on the lower end of this range.) We oftentimes never stop to evaluate ourselves and see if we want to make some changes or adjustments for future growth. Take a look at who and/or what is influencing you today. What are your strengths, weaknesses, abilities, characteristics? Where do you want to go from here?

Why?	What does this say about me?	Is there any stereotyping of roles or of me here?
A person who is very important in my life is..........		
A person who is influencing me now is..........		
A public figure I would want to be like is..........		
A public figure I would not want to be like is..........		
A popular song which best describes how I am is..........		
I am very competent in..........		
I would like to be better in..........		
An outside activity I am active in is..........		
My current career orientation is toward..........		
In relationships with other people I mostly like to be..........		
I have confidence in myself when it comes to..........		
I would really fight to be sure..........		
If I were upset I would..........		
In situations where there's an emergency I will..........		
In making decisions I am very..........		
If a friend is disturbed about something I would..........		
I would compete to be the best..........		
I think I am adventuresome when..........		
If I could be anything I would like to be..........		
My future dreams for myself include..........		

Look back over your responses and consider the following incomplete sentences:

What I learned about myself which I hadn't already known was..............

My potential seems to be in the area of..................................

I think I can best reach my potential by.................................

NAME_______________ DATE______________

AGE________________ TEACHER___________

ABOUT ME

How a person feels about himself in school seems to be important to how he does in school. Here is a way for you to show how you feel about yourself in school. All you have to do is to rate yourself on the thirty items below. You are to choose the one position that best shows how you feel about yourself on each line and make a heavy pencil mark there, like this (●). Do not mark more than one place on any one line. If you change your mind you may erase and mark another choice. There are no right or wrong answers and your paper will probably be different from anyone else's. It is best to make up your mind quickly so don't spend too much time on any item. There is no time limit but most of you should finish in fifteen minutes or less. This practice item will help you understand the job.

I'm friendly. I'm not so friendly.

1	2	3	4	5
( )	( )	( )	( )	( )

If you think you are a friendly person you should blacken in the space to the far left, but if you think you are not so friendly you would place your mark to the far right. Of course you may mark any of the other spaces if it gives a better idea of how you feel about yourself as a friendly person.

1A I'm good in school work I'm not good in school work

1	2	3	4	5
( )	( )	( )	( )	( )

2B Mostly I have good ideas My ideas are poor

1	2	3	4	5
( )	( )	( )	( )	( )

3C I'm a worthwhile person I'm not a worthwhile person

1	2	3	4	5
( )	( )	( )	( )	( )

4D I'm pretty strong I'm not too strong

1	2	3	4	5
( )	( )	( )	( )	( )

5E Most people trust me | Most people don't trust me

1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )

6A Teachers like me pretty well | Teachers don't like me too much

1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )

7B I can do most things well | I do very few things well

1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )

8C I'm a happy person | I'm an unhappy person

1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )

9D I'm healthy | I'm not too healthy

1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )

10E I'm popular | I'm not too popular

1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )

11A I'm a good reader | I'm not a good reader

1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )

12B I'm a hard worker | I'm not a hard worker

1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )

13C I'm not shy | I'm very shy

1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )

14D I don't get tired quickly | I get tired quickly

1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )

15E	Other people find me interesting	I'm not too interesting to others
	1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )	
16A	I work well with others in school	I don't work well with others in school
	1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )	
17B	I'm pretty brave	I'm not too brave
	1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )	
18C	I'm pretty smart	I'm not very smart
	1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )	
19D	I'm tall enough	I'm not tall enough
	1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )	
20E	Most people are fair with me	Most people are unfair with me
	1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )	
21A	I do well in class discussion	I don't do well in class discussion
	1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )	
22B	I handle most of my problems well	I can't handle my problems well
	1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )	
23C	I'm a helpful person	I'm not too helpful
	1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )	

24D	I'm good looking	I'm not too good looking
	1 ( ) 2 ( ) 3 ( )	4 ( ) 5 ( )
25E	Most people are easy for me to get along with	Most people are hard for me to get along with
	1 ( ) 2 ( ) 3 ( )	4 ( ) 5 ( )
26A	I'm mostly happy in school	I'm mostly unhappy in school
	1 ( ) 2 ( ) 3 ( )	4 ( ) 5 ( )
27B	I can usually finish what I start	I never finish most things
	1 ( ) 2 ( ) 3 ( )	4 ( ) 5 ( )
28C	I'm proud of me	I'm not proud of me
	1 ( ) 2 ( ) 3 ( )	4 ( ) 5 ( )
29D	I handle my body well in sports and games	I don't handle my body well in sports and games
	1 ( ) 2 ( ) 3 ( )	4 ( ) 5 ( )
30E	I'm often sorry for others	I'm not often sorry for others
	1 ( ) 2 ( ) 3 ( )	4 ( ) 5 ( )

ABOUT ME

"About Me" is an instrument designed to appraise five areas of the self concept as it might be observed in behavior of school children. These areas are outlined below:

The Self. Individuals may have varying impressions of themselves in terms of: Personal worthiness, Intelligence Happiness, Satisfaction with self, Freedom to express self, Ability to respond to others

The self in relation to others. Subjects may have feelings about themselves in terms of: Ability to attract others, Ability to hold the interest of others, The treatment they receive from others, Sensitivity to people Ability to get along with others, The trust others have in them

The self as achieving. People may have views of themselves in terms of: The quality of their ideas, Capacity to cope with difficulty, Persistence in task completion, Personal fortitide, Self confidence, General competence

The self in school. Pupils may have varying self attitudes in terms of: General school performance, Relationships with teachers, Competence in reading, Cooperation with others, Class participation, Happiness in school

The physical self. Persons may have feelings about themselves in terms of: Physical stamina, Health, Physical strength, Stature, Appearance, Competence in physical activities

The items in the scale are arranged so that any five in sequence will tap each of the areas of the self concept listed above. It will be noted that the items are identified by a letter as well as a number. These letters indicate the area of the self concept measured by the item as follows:

A. Self in school
B. Self as achieving
C. The generalized self
D. Physical self
E. Self in relation to others

SCORING GRID

	1	2	3	4	5	6	TOTAL
A							
B							
C							
D							
E							

Scale Developed By:
James Parker, Ed. D.
2307 Vanderbilt Drive
Clearwater, Florida
33515

What are your attitudes?

Prepared by Gretchen Groth Wilson,
Organizational Psychologist, University of Michigan

This questionnnaire is designed to help you explore and sort through some of your own attitudes about male and female roles. Where do you think you stand?

It is suggested that you do the questionnaire alone first; answering on another sheet of paper. Evaluate your own answers--some explanation of the questions was prepared by Gretchen Wilson and should be used after completing the questionnnaire.

Then give the questionnnaire to someone else to take. You may consider someone:

Of a different generation from you
Of the opposite sex
Of the same sex
From a different cultural background or
Someone you feel sees things differently from you.

Then compare your answers with your partner. Probe for the reasons behind each answer. Were some of your answers alike? Some different? Why? Discuss your responses with each other and try to figure out what your attitudes are toward men, women, stereotypes, etc. Was there any change in point of view for either of you after your discussion?

1. Which sex has more advantages and privileges in this society?
   ___ a. Men have many more than women
   ___ b. Men have more than women
   ___ c. There are advantages and disadvantages for each sex
   ___ d. Women have more advantages than men
   ___ e. Women have many more advantages than men

2. What is the best way for most women to develop their potential?
   ___ a. By being good wives and mothers only
   ___ b. By taking jobs that utilize their uniquely feminine skills and qualities
   ___ c. By taking jobs that fulfill them as individuals
   ___ d. By joining women's groups that will develop their consciousness as women
   ___ e. By combining marriage, motherhood and work
   ___ f. By combining marriage or a love relationship and work

3. What is the best way for most men to develop their potential?
   ___ a. By being good fathers and husbands only
   ___ b. By taking jobs that utilize their uniquely masculine skills and qualities
   ___ c. By taking jobs that fulfill them as individuals
   ___ d. By joining men's groups that will develop their consciousness as men
   ___ e. By combining marriage, fatherhood and work
   ___ f. By combining marriage or a love relationship and work

4. Excluding actresses and writers, name three women who are famous for their own achievements, completely unrelated to whom they married.

1.____________________________

2.____________________________

3.____________________________

For entries 5 to 23 utilize the agree-disagree scale below as your responses:

	AGREE		DISAGREE	
	STRONGLY	SOME-WHAT	SOME-WHAT	STRONGLY
5. The communications media (for example, television and the press) degrade women by portraying them as sex objects and/or mindless dolls.	a.___	b.___	c.___	d.___
6. Families should have public day-care facilities easily available to them.	a.___	b.___	c.___	d.___
7. Salaries, promotions and hiring should be equal for men and women.	a.___	b.___	c.___	d.___
8. Being attractive to and supportive of men should be an important goal of a woman.	a.___	b.___	c.___	d.___
9. Women are exploited in this country as much as minority groups are.	a.___	b.___	c.___	d.___
10. Individuals with sexual preferences other than heterosexual should not be discriminated against in jobs or other services they desire.	a.___	b.___	c.___	d.___
11. A bright woman should conceal her intelligence, otherwise she will hinder her chances for dating and marriage.	a.___	b.___	c.___	d.___
12. Little children need their own mothers, full-time.	a.___	b.___	c.___	d.___
13. A man who cries is not very masculine.	a.___	b.___	c.___	d.___

	AGREE		DISAGREE	
	STRONGLY	SOME-WHAT	SOME-WHAT	STRONGLY
14. The institution of marriage in its present form is more inhibiting than it is fulfilling.	a.___	b.___	c.___	d.___
15. The special privileges that men extend to women more than offset any discrimination they practice against them.	a.___	b.___	c.___	d.___
16. Children's books should not promote the traditional roles for men and women.	a.___	b.___	c.___	d.___
17. A woman who argues logically and intelligently in her everyday interactions is not very feminine.	a.___	b.___	c.___	d.___
18. Many women who do the same work as their male colleagues earn substantially less money.	a.___	b.___	c.___	d.___
19. Being attractive to and supportive of women should be an important goal of a man.	a.___	b.___	c.___	d.___
20. The housewife-mother role does not really provide women with enough opportunity for self-fulfillment.	a.___	b.___	c.___	d.___
21. A young man who enjoys cooking, sewing and taking care of young children should discuss these interests very cautiously, since he is likely to be considered effeminate.	a.___	b.___	c.___	d.___
22. Preferential treatment for women in hiring and promotions is appropriate to make up for past discrimination.	a.___	b.___	c.___	d.___
23. I usually find the things men talk about more interesting than the things women talk about.	a.___	b.___	c.___	d.___

Some people believe that personality differences between the sexes are biological in origin; others think they are learned; others say there are no differences at all. Which of the statemnets listed best expresses your viewpoint about the traits in entries 24 to 31. Utilize the following scale for each trait.

		More common in men		Equally common in both sexes	More common in women	
		BIOLOGICAL REASONS	CULTURAL REASONS		BIOLOGICAL REASONS	CULTURAL REASONS
24.	Aggressiveness	a.___	b.___	c.___	d.___	e.___
25.	Capacity for deep feelings	a.___	b.___	c.___	d.___	e.___
26.	Independence	a.___	b.___	c.___	d.___	e.___
27.	Objectivity and rationality	a.___	b.___	c.___	d.___	e.___
28.	Nurturing capacity	a.___	b.___	c.___	d.___	e.___
29.	Ability to reason abstractly	a.___	b.___	c.___	d.___	e.___
30.	Preference for monogamy	a.___	b.___	c.___	d.___	e.___
31.	Empathy and intuition	a.___	b.___	c.___	d.___	e.___

32. Joan is at a small dinner party enthusiastically discussing a book with a man she has just met. In the middle of her comments he says, "You have the most beautiful eyes I have ever seen." How does Joan feel?

___ a. Flattered; he's made her feel feminine
___ b. Pleased
___ c. Neutral
___ d. Irritated or annoyed
___ e. Angry; he's insulted her intelligence
___ f. Ambivalent; complimented and annoyed

33. Mrs. R. a mother of 3 children (ages 2, 5 and 8) works full-time. What reason(s) do you feel justify her working full-time?

___ a. Working full-time is necessary for advancement in a career.
___ b. It is her responsibility to provide support for her family.
___ c. She feels her work is fulfilling.
___ d. If she is currently the only parent, she has to work to provide income for her family.
___ e. In general, she seems to be concerned with herself than her children

34. Judy, a ninth grader, has been told by her mother to quit playing football in the neighborhood. From her perspective, what reason(s) justify the mother's directive?

___ a. Playing football is unladylike.
___ b. Girls are more easily hurt than boys.
___ c. Boys won't date her if they think she is a tomboy.
___ d. Her figure will become too muscular to be attractive.
___ e. None.

35. Suppose you have been offered a job that would give you substantially more satisfaction. What reaction by your spouse or girlfriend/boyfriend would be required to make you refuse the job?

___ a. Slight unhappiness
___ b. Moderate unhappiness
___ c. Extreme unhappiness
___ d. Refusal to continue the relationship
___ e. I would not be influenced

36. Between a wife and husband, who should do the housework (cleaning, cooking, dishwashing)?

___ a. The wife should do all of it.
___ b. The wife should do almost all of it.
___ c. The wife should do over half of it.
___ d. The work should be split 50-50.
___ e. The husband should do over half of it.

37. Between a wife and husband, who should handle routine child care?

___ a. The wife shoud do all of it.
___ b. The wife should do almost all of it.
___ c. The wife should do over half of it.
___ d. The work should be split 50-50.
___ e. The husband should do over half of it.

38. Suppose you are a woman in medical school. After your first year you discover you rank first in the class. What would you do?

___ a. Strive to maintain your first place ranking.
___ b. Drop to second and marry whoever is in first place.
___ c. Drop to an unnoticeable ranking.
___ d. Drop out since you'll never get married if people know your standing.

39. Mr. X has two applicants for a Chemical Technician position, Miss M and Mr. G. Both have just completed their B.S. in Chemistry at major universities and each is engaged to be married in six months. Although Miss M has a higher gradepoint, both individuals are clearly qualified for the job. Mr. X selects the male applicant. What reason(s) do you feel best explain Mr. X's choice?

___ a. Women are unstable employees.
___ b. Since Miss M most likely will move with her husband, a vacancy would be created in a short time.
___ c. As soon as Miss M has children, she will probably quit.
___ d. Women are basically dedicated to a home and family, not a career.
___ e. Mr. X is biased against women.

40. Mr. and Mrs. T share all household tasks and the care of their three small children. Both work half-time in order to maintain this family relationship. What is your reaction to Mr. T?

___ a. I could never respect such a man
___ b. I think doing housework and child care takes away from his masculinity.
___ c. I admire him but would never want a marriage like that.
___ d. I admire him and wish I could have a marriage like that.
___ e. No feelings one way or the other.

41. John and Mary have no childrensince both want to actively pursue their

41. John and Mary have no children since both want to actively pursue their careers. Mary is offered an excellent promotion but it would require moving to another state. What should Mary do?

___ a. Clearly take the promotion.
___ b. Take the promotion if her husband is willing to look for another job.
___ c. Take the promotion only if her husband has a job in the new location.
___ d. Turn down the promotion and stay where her husband's job is.

42. Tom, an eight year old, regularly plays with his sister's dolls. What reason(s) would convince you Tom's doll-playing is acceptable?

___ a. As a potential father, make-believe parental experiences are productive.
___ b. He eventually wants to become a pediatrician.
___ c. He enjoys it.
___ d. As long as Tom plays with masculine toys, his doll-playing can be overlooked.
___ e. None, doll-playing by an eight year old boy is effeminate.

QUESTIONNAIRE EXPLANATION

#2 and 20. These two are similar-compare answers of both.

#4. The objective of this question is to point out that there are few women whose achievements are known in history or in our culture.

#7, 18, 22. All of these deal with women and the world of work. Which ones did you agree or disagree with? Why?

#8 and 19. These questions are parallel. Did you give a different answer for each? Why?

#11 and 17. Both of these deal with feminity.

#12. This response can be compared to other questions on motherhood-#6,33,37,40.

#13 and 21. Both of these deal with stereotypes of masculinity as does # 42.

#33. This question focuses upon the issue of full-time work exclusively with child care arrangements and marital status having to be conjectured. What was your thinking when answering this question? Did you read in considerations about child care or about her need to work in order to make having a full-time job acceptable? Why?

#34 and 42. These two questions respond to the traditional, appropriate behaviors of children in terms of sex-role development.

#35 and 41. These two questions are similar. How do men answer these questions? How do women answer them? Compare the two.

#38. This problematic situation has been used quite often to question women. They usually answer with one of the last three responses which has been interpreted as a "need to avoid success"--especially in young women. It provides some interesting indications for discussion about women in an achievement-oriented society. How do you feel people whould answer if the person in medical school were a man?

THE THREE tests here are unusual because they offer you a chance to explore your own attitudes and feelings directly instead of merely telling you, through the scoring, how you stand in relation to other people who have taken the same tests. The questions, not your score, are what can lead you to really encounter yourself. Psychologist Lawrence Smalheiser who set up the tests says, "If any one question in the series moves you to a point of self-exploration and, hopefully, thereafter to self-growth, then that should be enough." If any one question moves you to communicate more clearly or closely with someone, that is the value of the test,too. The three testing areas, "Self-Confidence," "Achievement-Motivation" and "Creative Potential" are important in every part of our lives, and particularly in the career area. So if you've been wondering just what you are doing right and/or wrong, these tests can give you the awareness to find out for yourself.

Dr. Smalheiser says, "In taking these tests, try not to think about how others might answer the questions. After all, you are not trying to win points, but are trying to get points on how to be a winner." Do not omit any of the questions, check out of the possible answers the alternative that is relatively acceptable to you. There is no time limit. When you finish the first test follow the simple instructions for self-scoring. Do the same with the second and third tests.

DO YOU HAVE WHAT IT TAKES TO REACH YOUR GOAL?

	True	False	Uncertain	SELF-CONFIDENCE
A	☐	☐	☐	I am better described as forceful and energetic than as modest and gentle.
B	☐	☐	☐	If I worked in sales I would rather earn less on a fixed salary than work only for commissions.
C	☐	☐	☐	I am considered cautious when making decisions.
D	☐	☐	☐	I prefer taking complete responsibility even when new at a job.
E	☐	☐	☐	I don't like to make decisions that affect the lives of others.
F	☐	☐	☐	I would rather try to do one thing well than use my energies in many areas.
G	☐	☐	☐	I don't mind offering my opinion to a stranger.
H	☐	☐	☐	I prefer not to ask for advice unless it is absolutely necessary.
I	☐	☐	☐	I like to try new things even when there is a risk involved.
J	☐	☐	☐	In a group situation I am likely to be less talkative.
K	☐	☐	☐	The best defense is a strong offense.
L	☐	☐	☐	If I didn't study for a test I would rather miss it and get a low grade than risk failure of the course.
M	☐	☐	☐	I feel more comfortable when I am in charge of things.
N	☐	☐	☐	I am better described as reserved than assertive.
O	☐	☐	☐	If there is a will there is a way.

DO YOU HAVE WHAT IT TAKES TO REACH YOUR GOAL?

ACHIEVEMENT-MOTIVATION

A ☐☐☐ I tend to be accused of making excuses.

B ☐☐☐ I tend to miss social events because of work commitments.

C ☐☐☐ I tend to give up on projects or activities because of the time or difficulty involved.

D ☐☐☐ I like to plan things well in advance.

E ☐☐☐ I tend to select goals that are easily in reach.

F ☐☐☐ I carefully map out my plans to accomplish my goals.

G ☐☐☐ I often make sacrifices to get what I want.

H ☐☐☐ I tend not to know what I want out of life.

I ☐☐☐ I prefer to work on tasks that are difficult and challenging.

J ☐☐☐ I would rather engage in a sport or a game certain of victory.

K ☐☐☐ I tend to question my ability to accomplish things.

L ☐☐☐ I can get things done but usually have to be pushed.

M ☐☐☐ Why knock yourself out when you don't know what tomorrow will bring?

N ☐☐☐ I would choose someone to play on my team because of friendship rather than ability.

O ☐☐☐ I tend to lose interest in projects when they don't go right.

DO YOU HAVE WHAT IT TAKES TO REACH YOUR GOAL?

CREATIVE POTENTIAL

A ☐☐☐ My ideas are not always easy to explain to others.

B ☐☐☐ I would rather do research than teach school.

C ☐☐☐ I don't like to waste time and energy in ideas that may not work out.

D ☐☐☐ I find it easier to express ideas than to originate ideas.

E ☐☐☐ I prefer quick solutions to problems rather than dealing with unusual.

F ☐☐☐ I find that my way of thinking about things is often seen as different or unusual.

G ☐☐☐ I find it easy to interrupt a project when friends call or visit.

H ☐☐☐ I feel more comfortable with facts than with theories.

I ☐☐☐ I would prefer to be good at making up stories than good at telling them.

J ☐☐☐ I find it difficult to give up my ideas just to please others.

K ☐☐☐ I would prefer to design clothes rather than model clothes.

L ☐☐☐ I prefer to work on ideas by myself rather than with others.

M ☐☐☐ The unconventional is more appealing to me than the conventional.

N ☐☐☐ When I get an idea I work on it, even when others think it far out and impractical.

O ☐☐☐ I'd follow up on my ideas if it didn't mean being alone so much.

Scoring Key--Self Confidence

Circle each number corresponding to the answers checked, then total your score.

	True	False	Uncertain
A	3	0	1
B	0	2	1
C	0	2	1
D	3	0	1
E	0	2	1
F	0	2	1
G	2	0	1
H	2	0	1
I	3	0	1
J	0	2	1
K	2	0	1
L	0	2	1
M	3	0	1
N	0	2	1
O	2	0	1

TOTAL SCORE:

25 points or more

Your cool self-confidence may be a source of irritation to those who do not share your unshakable optimism in your own abilities. Because of your enthusiasm and high self-regard you are capable of attracting faithful followers, but you may also incur the resentments of those who feel dominated by you or who are envious. You will tend not to be discouraged by those who see you as insensitive or unrealistic and who may secretly wish that you have a failure or two.

15 to 24 points

You have a fairly realistic opinion of what you can or cannot do. Although you are not likey to engage in activities which are beyond your capablilities you will generally exercise caution when deciding to undertake new activities. New situations involving some risk will cause apprehension and some self-doubt, but once involved you can let yourself go and not be self-conscious about your performance. You do not bounce back from failure without some difficutly, but in time you are able to renew your self-confidence, energy and initiative.

14 points or less

You generally tend to be insecure about your capabilities. Lacking confidence in yourself, you are likely to be inhibited and overly cautious in putting yourself in situations which permit others to observe and evaluate your performance...(This) limits the type of activities you are willing to try, especially those that are group-oriented or which tend to be competitive. Occasionally some people will see you as lazy or narrow in your interests, because they are unaware that your reluctance to become involved is due more to fear of failure than to lack of interest and a desire to participate.

SCORING KEY--ACHIEVEMENT-MOTIVATION

Circle each number corresponding to the answers checked, then total your score.

	True	False	Uncertain
A	1	4	2
B	2	0	1
C	1	3	2
D	4	1	2
E	0	4	2
F	4	1	2
G	3	0	1
H	1	4	2
I	2	0	1
J	0	4	1
K	1	4	2
L	0	3	1
M	0	4	2
N	1	4	2
O	0	3	2

TOTAL
SCORE:

36 points or more

You tend to be efficient and organized in your approach to tasks and life in general. You prefer to plan ahead in an effort to reach your goals because reaching these goals will result in greater independence for you. You are generally enthusiastic about the activities you are engaged in and rarely give up because you have lost interest or have become distracted. Being self-reliant you do not have a great need to lean on others or require constant encouragement. You may be criticized at times for being overly competitive or so engrossed in what you are doing that you neglect the needs and feelings of others.

ABOUT MY LEARNING

School____________________
Name____________________
Date____________________

Directions: Check the column which most honestly describes your feeling.

	Yes	No
1. It was helpful to fill out my student management plan.		
2. The resource matrix made me aware of the resources available to me.		
3. The access system was helpful in finding materials.		
4. I trusted the teacher.		
5. I saw the teacher as someone I could go to for guidance.		
6. I liked the class experience which we had as a group.		
7. I liked the group decision-making process of Impact.		
8. I liked using the TOUCH learning process.		

16 to 35 points

You are capable of bringing much energy and determination into play when success at a particular activity has great meaning for you. Your areas of interest may differ from time to time....Your commitments to what you value may fluctuate, and at times you may show greater interest in hobbies and social life than in work and schooling. Still, you are practical and responsible in most of your undertakings and in important matters do what is expected in meeting your obligations. You often take the responsibility for your own shortcomings and make genuine attempts to improve yourself.

15 points or less

Because you often avoid facing problems and responsibilities you may find yourself becoming anxious and dissatisfied with yourself. You tend to be unaware of the following major goals in life that could be meaningful to you. Often you will blame others for your problems or lack of success rather than examine what you have done or failed to do. Your tendency to be careless, forgetful and procrastinate can be very frustrating to those who know that you have the potential to do better. Since you do not exert a real effort in your activites, success does not come as often as it should and you may tend to lose confidence in yourself.

SCORING KEY--CREATIVE POTENTIAL

Circle each number corresponding to the answers checked, then total your score.

	True	False	Uncertain
A	2	0	1
B	2	0	1
C	0	3	1
D	0	2	1
E	0	3	1
F	3	0	1
G	0	3	1
H	0	3	1
I	2	0	1
J	3	0	1
K	2	0	1
L	3	0	1
M	2	0	1
N	3	0	1
O	0	2	1

TOTAL
SCORE:

23 points or more

Since you are not bound by coventional ways of thinking, you have the capacity to formulate and recognize original and unusual ideas. Your curiosity may also encourage you to form existing ideas into new combinations, which is a necessary component of creativity. You are willing to experiment, even when some personal sacrifice is required and there is little assurance that your efforts will be rewarded. Being self-sufficient enables you to provide the time, energy and isloation that are necessary for creative activities. You are not likely to be distracted or discouraged by others (if) absorbed in a challenging task.

11 to 22 points

You can recognize and appreciate a creative idea, although you are not usually tuned in to producing these ideas on your own. The sorts of creative activities that you may tend to engage in are more likely to involve the use of your hands or will involve objects that can be seen and touched, such as those used in arts and crafts. You may at times entertain the desire to be creative and may actually start creative activities, but the long, solitary grind may cause you to lose patience and interest.

10 points or less

You usually are more interested in dealing with practical and down-to-earth matters than in chasing dreams. Since you tend to be somewhat conventional and realistic in you thinking, you are not ordinarily alert to the sorts of unusual ideas that are necessary for creative problem solving. Your need for the support and company of others may prevent you from setting aside the time that is necessary for prolonged periods of brainstorming. Your are more likely to engage in activities that give you immediate results and which may be shared...

POST-NEEDS AND ATTITUDE ASSESSMENT

Name________________

Date________________

Directions: Place a check mark (✓) over the letter which is your response to each statement.

1. I like this class......

_____ a. all the time
_____ b. most of the time
_____ c. sometimes
_____ d. hardly ever
_____ e. never

2. The class was fun for me......

_____ a. all the time
_____ b. most of the time
_____ c. sometimes
_____ d. hardly ever
_____ e. never

3. I was treated fairly in this class......

_____ a. all the time
_____ b. most of the time
_____ c. sometimes
_____ d. hardly ever
_____ e. never

4. This classroom is a nice place in which to be......

_____ a. all the time
_____ b. most of the time
_____ c. sometimes
_____ d. hardly ever
_____ e. never

5. I felt as though I didn't belong in this class......

_____ a. all the time
_____ b. most of the time
_____ c. sometimes
_____ d. hardly ever
_____ e. never

6. This class made me feel sad.

_____ a. all of the time
_____ b. most of the time
_____ c. sometimes
_____ d. hardly ever
_____ e. never

7. Check one of the following sentences......

______ a. the marks I get in school are very important to me.
______ b. the marks I get in school are important to me.
______ c. I don't know if the marks I get in school are important to me.
______ d. the marks I get in school are not especially important to me.
______ e. the marks I get in school don't matter to me at all.

8. Check one of the following sentences:

______ a. It was very important to me to do my school work better than others in this class.
______ b. It was improtant to do my shcool work better than others in this class.
______ c. I am not sure if it was important to me to do my school work better than others in this class.
______ d. I was not very important to me to do my school work better than others in this class.
______ e. I did my school work better than others in this class.

9. My teacher in this class knows who I am as a unique individual......

______ a. all of the time
______ b. most of the time
______ c. sometimes
______ d. hardly ever
______ e. never

10. My teacher for this course corrects me without hurting my feelings when she thinks I am doing wrong......

______ a. all of the time
______ b. most of the time
______ c. sometimes
______ d. hardly ever
______ e. never

11. My teacher for this course talked too much......

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

12. My teacher in this course let me work on what I felt was important.

______ a. all of the time
______ b. most of the time
______ c. sometimes
______ d. hardly ever
______ e. never

13. In this class I felt that other people really cared about me.

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

14. We have to be quiet in our classes......

______ a. all of the time
______ b. most of the time
______ c. sometimes
______ d. hardly ever
______ e. never

15. I'm interested in my classes at school......

______ a. all of the time
______ b. most of the time
______ c. sometimes
______ d. hardly ever
______ e. never

16. Students have something to say about how their classes are run......

______ a. all of the time
______ b. most of the time
______ c. sometimes
______ d. hardly ever
______ e. never

17. I am sure of myself......

______ a. all of the time
______ b. most of the time
______ c. sometimes
______ d. hardly ever
______ e. never

18. I enjoy what I do......

______ a. all of the time
______ b. most of the time
______ c. sometimes
______ d. hardly ever
______ e. never

19. I am proud of my work......

______ a. all of the time
______ b. most of the time
______ c. sometimes
______ d. hardly ever
______ e. never

20. I am easy to like......

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

21. I can be trusted......

______ a. all of the time
______ b. most of the time
______ c. sometimes
______ d. hardly ever
______ e. never

22. People listen to me......

______ a. all of the time
______ b. most of the time
______ c. sometimes
______ d. hardly ever
______ e. never

23. I just can't seem to learn very much......

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

24. I am afraid to try things I have never tried before......

______ a. all of the time
______ b. most of the time
______ c. sometimes
______ d. hardly ever
______ e. never

25. I am afraid to speak up in class......

______ a. all of the time
______ b. most of the time
______ c. sometimes
______ d. hardly ever
______ e. never

26. I wish I were someone else my age......

______ a. all of the time
______ b. most of the time
______ c. sometimes
______ d. hardly ever
______ e. never

27. I make more mistakes than other kids......

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

28. People pick on me......

______ a. all of the time
______ b. most of the time
______ c. sometimes
______ d. hardly ever
______ e. never

29. Students obeyed rules in this class......

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

30. We needed rules in this class......

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

31. Grown-ups need laws and rules so people will know what they cannot do......

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

32. If I had a friend whose father was put in jail for stealing, I would continue to play with my friend because my friend didn't do anything wrong......

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

33. If I had a friend whose father was put in jail for stealing, I would stop playing with this friend because my other friends would not like me if I did.

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

34. Check one of the following sentences:

______ a. I would like to have someone of another race or religion as my dentist.
______ b. I would probably like to have someone of another race or religion as my dentist.
______ c. I don't know if I would like to have someone of another race or religion as my dentist.
______ d. I would probably not like to have someone of another race or religion as my dentist.
______ e. I would not like to have someone of another race or religion as my dentist.

35. Check one of the following sentences:

______ a. I would like to have someone of another race or religion represent me in the government.
______ b. I would probably like to have someone of another race or religion represent me in the government.
______ c. I don't know if I would like to have someone of another race or religion represent me in the government.
______ d. I would probably not like to have someone of another race or religion represent me in the government.
______ e. I would not like to have someone of another race or religion represent me in the government.

36. People of a different color or religion should not be allowed to go to public schools.

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

37. Doing some kind of work is a responsibility of being grown up.

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

38. People feel good when they work hard for something they want.

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

39. If I work at something hard enough, I have a good chance of succeeding.

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

40. A person can do any kind of work he wants as long as he tries hard.

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

41. Check one of the following sentences.

______ a. I am very interested in learning about jobs.
______ b. I wouldn't mind learning about jobs.
______ c. I have no opinion.
______ d. I am not very interested in learning about jobs.
______ e. I don't want to learn about jobs.

42. We are learning about different jobs in school

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

43. I think what I am learning in school will be important to know when I start to work.

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

44. It is not important to decide what kind of job you would like until after you have finished high school.

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

45. Your age doesn't matter if you want a job.

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

46. Nowadays a woman can get almost any job she wants.

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

47. Most companies don't care about the people who work for them.

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

48. I would be proud to own my own business.

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

49. It's not important to worry about choosing a job because you won't have anything to say about it anyway.

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

50. Everybody should get the same pay no matter how hard they work or what they do.

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

51. A job that earns a lot of money is more important than one that does not earn very much.

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

52. A person who has to do a lot of thinking in his work is more important than a person who works with his hands.

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

53. People who earn a lot of money are more important than those who do not.

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

54. Work is important mainly bacause it lets you buy the things you want.

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

55. Liking what you do is the most important.

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

56. Making sure you won't get tired is the most important thing about a job.

______ a. I strongly agree
______ b. I agree
______ c. I don't know
______ d. I disagree
______ e. I strongly disagree

POST-TEST ON COMMUNITY LIVING AND CAREER DEVELOPMENT

Directions: Please respond to each of the statements below.

1. My view of community participation now differs from my view of community participation at the beginning of the course in the following ways:

2. I (do) or (do not) feel that i have a more realistic view of myself in relationship to my understanding of different occupations, paid or unpaid because:

TOUCH Gram

To : ____________________

For: *Final Report of Progress in "Family in World Perspective"*

Cindy made a great deal of progress during the course. She has developed self-confidence and can communicate with greater ease. Cindy has a realistic understanding of city life and I firmly believe she could adapt to it if necessary. She knows her personal strengths and needs. She very honestly evaluated her own progress during the course. The first few weeks of the course Cindy felt forced to open up, but I feel this moved her to become an open person! She showed group concern and responsibility to the community by following through with the Letter to the Editor.

Cindy herself feels improvement, too in her ability to work with others, her adaptability, and her interest in study or work.

It was great to get to really know you Cindy! I sincerely hope that I will see more of you-------thanks for sharing yourself with me.

-A

From: ____________________

PERSONAL LEARNING REPORT

Dear Parent,

______________________ has been involved in a learning process designed to enhance self concept, provide career guidance and an orientation to community living.
(Student's Name)

A. Below is a summary of self-concept growth during the course completed on ______________________.
Date

B. I feel the following learning has occurred in career development and community orientation:

______________________ exploration of an occupation

______________________ assessment of personal interests and abilities

______________________ ability to describe the lifestyle which will accompany a potential career choice

______________________ ability to describe a realistic view of community living

______________________ realistically perceives self in relationship to the selection of an occupation or occupational area

C. Personal Comments:

____
Teacher

TOUCH-DEX

A Guide for the Use of the Home Economics

ACCESS SYSTEM

TOUCH ACCESS SYSTEM

Team Approach (09.05 00 00 00)

A filed listing of community members who are resource persons.

Occupational Home Economics (09.02 00 00 00)

Content designed to help prepare students for occupations based on home economics knowledge and skills.

Useful – Consumer and Homemaking (09.01 00 00 00)

Content designed to prepare students for homemaking – for personal, home, and family living.

Career Education (09.03 00 00 00)

Content intregal to the preparation for the total skills of living, including the Individual and FHA/HERO.

Humanized (09.04 00 00 00)

A list of learning methods and techniques that can be used by the student and facilitator to meet their individual needs in learning.

09.00 00 00 00 HOME ECONOMICS

Home Economics comprises the group of related courses or units of instruction organized for purposes of enabling students to acquire knowledge and develop understanding, attitudes, and skills relevant to:

A. Personal, home, and family life
B. Home economics occupational preparation

09.01 00 00 00	**Homemaking: Preparation for Personal, Home, and Family living** – The courses or units of study in home economics which emphasize acquisition of knowledge and the development of understanding attitudes, and skills relevant to personal, home, and family life in the areas described below.
09.01 01 00 00 00	**Comprehensive Homemaking of Home Economics** – Instruction which derives content from a combination of the various aspects of homemaking and emphasizes basic principles and interrelationships among these areas.
09.01 02 00 00	**Child Development** – The study of children – their physical, mental, emotional, and social growth and development – and their care and guidance.
09.01 02 01 00	**Babysitting** – The study of care of children, usually for pay and for a few hours only, especially in the child's own home while the parents or guardians are out.
09.01 02 02 00	**Behavior Problems** – The study of kinds of behavior usually considered to be outside usual limits: giftedness, brain disorders, emotional disturbances, mental illness, autism, mongolism, homosexuality, and delinquency.
09.01 02 03 00	**Books, Children's** – The study of arrangements for books, reading and selection, effect of books on the child, involvement of arts and crafts, stories, storytelling, finger-plays, and puppetry.
09.01 02 04 00	**Child Care Agencies** – Institutions concerned with the care of children.
09.01 02 05 00	**Clothing** – Wardrobe planning, selection, and care of clothing which is safe and functional for children.
09.01 02 06 00	**Communication with Children** – Verbal and non-verbal interaction – child-child, parent-child, and teacher-child.
09.01 02 07 00	**Discipline** – Techniques and types of behavioral training.
09.01 02 08 00	**Education** – The effect of different learning environments on the development of the child including the home, church, care centers and schools.

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09.01 02 09 00	**Emotional Development** – Developing an identity, use of emotions, forming a conscience, developing peer relationships, handling unpleasant emotions, nature of emotions, effects of parental attitudes, the role of the teacher in emotional development.
09.01 02 10 00	**Family Influence** – Effect of family size on the child, effect of family structure (nuclear, one-parent, broken, extended, foster, adopted, communal, and other family types), effect of position within the family on personality and sibling relationships, the effects of the working mother on the child.
09.01 02 10 01	**Child Abuse** – Harmful parental treatment of children.
09.01 02 11 00	**Genetics** – The branch of biology dealing with heredity and variation among related persons; dealing with the probabilities of human characteristics & birth defects.
09.01 02 12 00	**Handicapped Children** – The study of children with physical, mental, or emotional problems.
09.01 02 13 00	**Health** – Maintaining the health of the child including medical examinations, daily inspections, nutrition, sanitation, safety, supervision of play activities, establishing and maintaining limits, health records, toileting, introducing new foods, environmental sanitation, caring for teeth.
09.01 02 14 00	**Infant Care** – Feeding the baby, sleeping, bathing, elimination, crying, diapering and dressing, exercise and play, and accidents.
01.01 02 15 00	**Intellectual Development** – Mental growth of children.
09.01 02 16 00	**Language Development** – The development of verbal communication and the study of speech disorders.
09.01 02 17 00	**Nutrition** – Appetite, eating behavior, feeding, manners, food preferences, and nutrient needs.
09.01 02 18 00	**Philosophies of Child Rearing** – Approaches recommended by various individuals or groups for raising a child.
09.01 02 19 00	**Physical Development** – Growth before birth, birth, prematurity, care of the mother, self-activity, motor behavior and movement, basic principles of development, weight, height, sex differences in growth, handedness, eyes, vital functions, pre-school phy. ed., biting, tantrums, and bedwetting.
09.01 02 20 00	**Play** – Family fun, group activities, guiding play, interests, toys, television, art, and music.
09.01 02 21 00	**Social Development** – Initial experiences in the social order: learning roles, group relationships, growth in response to others, and learning values.
09.01 03 00 00	**Clothing and Textiles** – The study of clothing and textiles, including the significance of these to the individual and the family, and the nature, purchasing, and uses of textiles and clothing products. Planned experiences in the selection, construction, care, and alteration of clothing and other textile products are provided.
09.01 03 01 00	**Construction** – The process of completing a garment or article from textiles.
09.01 03 01 01	**Alteration** – Fitting and changing a pattern so that it corresponds to body measurements or changing a portion of a garment so that it fits the body.
09.01 03 01 02	**Buttonholes** – A finished slash in a garment used with a button as a fastener on a garment: handworked, bound, and machine-worked.
09.01 03 01 03	**Collars and Neckline Finishes** – The neck edge of a garment finished with a facing, a binding, or a collar, which is the part of the garment joined to the neckline by a seam. Examples are convertible, mandarin, peter pan, shawl, and tie collars.
09.01 03 01 04	**Cutting, Layout, and Marking** – The procedures for placing pattern pieces, cutting the fabric according to the pattern, and transferring the markings from the pattern to the fabric.
09.01 03 01 05	**Darts, Tucks, Gathers, Pleats and Gussets** – The techniques for providing fullness and shaping where it is needed for garment fitting, for comfort, and for decoration.
09.01 03 01 06	**Draping** – A means of adjusting a design to the individual.

09.01 03 01 07	**Fabric Selection and Handling** – The choice of fabric, its preparation before cutting (pre-shrinking and grain-straightening), and the handling of the fabric during the entire construction process.
09.01 03 01 08	**Fasteners** – Application of the devices such as snaps, hooks and eyes, buttons, and other devices which provide for the opening and closing of a garment.
09.01 03 01 09	**Flat Pattern Technique** – Creating designs from a basic pattern and fitting and adjusting patterns to individual figure problems.
09.01 03 01 10	**Hems** – The process of turning under a raw edge, marking the hemline, and finishing the hem with the use of suitable hemming stitches. These include the blind stitch, catch stitch, invisible hemming stitch, whipstitch, and machine hem stitch.
09.01 03 01 11	**Interfacings, Linings, and Underlinings** – The selection and application of support fabrics which give shape to construction areas, reduce strain, and help prevent distortion of the garment's fabric. They also finish and add to the interior attractiveness of the garment.
09.01 03 01 12	**Notions** – The selection and use of essential dressmaking supplies such as thread, tape, zipper, snaps, and trimmings.
09.01 03 01 13	**Pattern Selection** – Suitability of the pattern to the individual, the types, sizes and body measurements.
09.01 03 01 14	**Plackets and Zipper Closures** – Application of the zipper placket suited to the location of the opening, the types of fabric used, and the design of the garment.
09.01 03 01 15	**Pockets** – Functional and decorative use and application of a pocket to an article or garment.
09.01 03 01 16	**Pressing and Pressing Equipment** – Evidence of good pressing, when to press, how to press, correct temperature for the fabric, special pressing instructions, testing the fabric using moisture, maintaining surface texture of the fabric, and use of the iron, press cloths, ironing board, sleeve board, collar board, pounding block, needle board, seam or sleeve roll, pressing cushions, and clothes brush.
09.01 03 01 17	**Seams and Seam Finishes** – Constructing straight and curved seams, understitching, special seams in stripes and plaids, kinds of seams (plain, French, flat-felled, lapped, etc.), and the suitability and techniques for seam finishes (raw-edge finish, clean finish, selvedge finish, double-stitched finish, turned and edge-stitched finish, overcast edges, and machine overcasting).
09.01 03 01 18	**Sewing Equipment** – Selection, use, and care of all sewing equipment including: sewing box, shears, scissors, needles, pins, pincushion, thimble, adjustable gauge, tape measure, carbon paper, tracing wheel, thread, hem marker, and sewing machine.
09.01 03 01 19	**Sleeves** – Construction and fit of all types of sleeves including preparing the sleeves, stitching the sleeve into the armhole, underarm stays, and other sleeve treatments.
09.01 03 01 20	**Stitches** – Types of hand and machine stitches.
09.01 03 01 21	**Special Fabrics** – Techniques for construction on fabrics such as fur, fake fur, leather, suede, knits and tricot, synthetic suede and others.
09.01 03 01 22	**Tailoring** – Special construction techniques for a tailored garment, often coats and suits.
09.01 03 01 23	**Terminology in Clothing and Construction** – Definitions of terms used in clothing construction , fabric, and fiber useage.
09.01 03 01 24	**Waistline Treatments** – Applying a waistline stay, joining the bodice and skirt, waist bands, and belts.
09.01 03 02 00	**Fashion** – The particular kind of clothing style that prevails at given periods of time.
09.01 03 02 01	**Creative Designs** – The role of the designer in creating new styles of clothing.

09.01 03 02 02 **Cultural Costumes** – Clothing worn only by certain cultures.

09.01 03 02 03 **Design Principles and Elements** – Optical illusion in dress design, form and shape, line and the figure, line in hair styles, balance, proportion, rhythm, emphasis, unity or harmony, color, texture, and pattern.

09.01 03 02 04 **Fashion Cycles** – History, theories, and trends in fashion including consumer acceptance.

09.01 03 02 05 **Terminology in Fashion** – Style, fashion, high fashion, fads, and crazes.

09.01 03 03 00 **Textiles** – The study of natural and synthetic fibers, yarns, woven and nonwoven fabrics, growing and manufacturing fibers, finishes, and history trends and new developments in the textile industry.

09.01 03 03 01 **Fabrics** – Fabric construction (knitted, woven, felted, and other), design, selection, and fabrication methods.

09.01 03 03 02 **Finishes** – Mechanical or chemical treatments which may be given to fibers, yarns, or fabrics for appearance and wear.

09.01 03 03 03 **History, Trends, and New Developments** – The study of the development of the textile industry, current developments, and the predicted future for textiles.

09.01 03 03 04 **Knits** – Fabrics made by the knitting process, characteristics of knits, construction with knits, fibers in knits, styles for knits, and types of knitted fabrics.

09.01 03 03 05 **Natural Fibers** – Cotton, silk, flax, cellulose, asbestos, wool and hair fibers, including production and processing, finer characteristics, and consumer products.

09.01 03 03 06 **Synthetic Fibers** – Production of man-made fibers, fiber characteristics, and consumer products.

09.01 03 03 07 **Woven Fabrics** – Types of weaves, structural design, and the principle of weaving.

09.01 03 03 08 **Yarns** – Characteristics of yarns, traditional yarns, and contemporary yarns.

09.01 03 04 00 **Wardrobe** – The total clothing owned by an individual reflecting needs of that person, personal satisfaction, and personality.

09.01 03 04 01 **Accessories** – Selection, use and care of articles including gloves, handbags, jewelry, belts, shoes, which are appropriate to the individual's wardrobe.

09.01 03 04 02 **Care** – Upkeep of a wardrobe including daily care, occasional care, travel care, mending, spot and stain removal, dry cleaning, storage, laundering, pressing, and ironing.

09.01 03 04 03 **Outer Garments** – Clothing such as coats, dresses, formal wear, shirts, skirts, slacks, sleepwear, swimwear, suits, rainwear, and wedding garments.

09.01 03 04 04 **Personality Influences on Clothing** – The impression an individual makes upon others through his appearance. The yang-yin classification, typing personalities through clothing selection, clothing and defense mechanisms.

09.01 03 04 05 **Planning a Wardrobe** – Knowledge and coordination of fashions, fabrics, color, shopping facilities, and individual needs as influenced by income, geographical location, composition of the family, activities, present wardrobe, and available resources.

09.01 03 04 06 **Purchase and Selection of Clothing and Textiles** – (See 09.01 04 02 02: Consumer Education).

09.01 03 04 07 **Undergarments** – Underwear including foundation garments, bras, panties, slips and petticoats, body stockings and others.

09.01 04 00 00 **Consumer Education** – Emphasis in home economics on consumer education as it relates to management of a home and to the welfare of family members.

09.01 04 01 00 **Banks and Banking Services** – The consumer selection and use of a bank, checks, and checking accounts, safety deposit boxes, money orders, traveler's checks, and other services.

09.01 04 02 00 **Clothing and Textiles** – The family planning and buying of clothing and fabrics and the problems facing the consumer in clothing and textile standards and labeling.

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09.01 04 02 01	**Labeling and Legislation** – Consumer protection from the complexity of modern textiles, flammability, sizing, dimensional stability, color-fastness, performance claims, care and maintenance, durability and workmanship, needed standards of labeling, Textile Fiber Products Identification Act, and other consumer legislation.
09.01 04 02 02	**Purchasing** – Skills in clothing management, budgeting, planning and buying clothing, and the selection of clothing stores and shopping facilities.
09.01 04 03 00	**Consumer Laws and Protection** – The written controls for the protection of the consumer and the private and governmental agencies upholding them.
09.01 04 03 01	**Consumer Protection by Government Agencies** – Redressing the balance between seller and buyer, representing the consumer interest in government, Federal Communications Commission, Federal Trade Commission, Food and Drug Administration, govermental product testing, Presidential influence, and the Office of Consumer Affairs.
09.01 04 03 02	**Consumer Protection by Private Aids** – Problems of informing consumers, the consumer interest and our competitive system, business-sponsored consumer aids, government intervention, seals, better business bureaus, professional associations aiding consumers, consumer-financed nonprofit testing and rating agencies, consumer research organizations, and local voluntary consumer organizations.
09.01 04 03 03	**Contracts and Legal Documents** – Principles of consumer law, contracts, mutual assent, consideration, parties, legality, negotiable instruments, promissory notes, legal requirements, warranties, personal services, bailments, and use of legal services.
09.01 04 03 04	**History of Consumer Protection** – Consumer issues in the early 1900's including the anti-trust action, the purity and safety of food and drugs, consumer representation in government modernizing the Pure Food and Drug Law ,issues of the 1960's, product testing & anti-trust action.
09.01 04 04 00	**Consumer Planning and Decision Making** – The consumer today, consumer decision making, money management, and principles of wise buying.
09.01 04 04 01	**Consumer Decision Making** – Values, goals, needs, wants, personal standards, and choices involved in consumer actions as they are influenced by habits, advertising, merchandising, and motivational research. (Also see Home Management: Controlling Family Spending 09.01 08 02 00).
09.01 04 04 02	**Consumer in Our Society** – The role and interests of the consumer, the market economy, and consumer priorities.
09.01 04 04 03	**Money Management** – Financial planning principles, budgeting, family and personal files and records. (Also see Home Management: Controlling Family Spending 09.01 08 02 00).
09.01 04 04 04	**Principles of Smart Shopping** – Planning ahead for purchases, knowing what to look for in a product, comparing places to buy, shopping calendar for sales, financial crises and bankruptcy.
09.01 04 04 05	**Sources of Information for Consumers** – Product-testing organizations, agencies of the government, cooperative extension service, better business bureau, trade certification programs, businesses, and mass media.
09.01 04 05 00	**Credit and Borrowing Money** – The sources, types, and use of consumer credit in society.
09.01 04 05 01	**Consumer Credit** – The popularity of credit, its advantages and disadvantages, car loans, personal loans, real estate mortgages, "Truth-in-Lending" Bill or Consumer Credit Protection Act, wage garnishments, and use and abuses of credit.
09.01 04 05 02	**Sources and Types of Consumer Credit** – Borrowing money from such sources as commercial banks, saving banks, savings and loan association, sales finance companies, insurance companies, and types of credit plans including open-account credit plans, revolving credit accounts, optional revolving credit, easy payment plans, installment credit, chattel mortgage, conditional sales contracts, credit cards, travel and entertainment cards, bank credit cards, establishment of credit, and credit ratings.

09.01 04 06 00	**Family Health** – Buying good health care and services including health misinformation, budgeting for health, choice of physicians and specialist, hospitals, nursing homes, costs of drugs and medical services, and funeral costs. (See also 09.01 04 09 02: Health Insurance and 09.01 05 01 00: Consumer Health).
09.01 04 07 00	**Family Housing** – The consumer decision for renting or buying living facilities.
09.01 04 07 01	**Buying And Selling Housing** – Advantages of homeownership, influence of family, amount of housing you can afford, shopping for a home, consulting a real-estate broker and appraiser, financing the home through mortgages, settlement costs, first-year expenses of homeownership, selling a house, the cost of moving and purchasing land.
09.01 04 07 02	**Insuring the Home and Property** – See 09.01 04 09 03: Home Insurance.
09.01 04 07 03	**Renting Housing** – Advantages and disadvantages of renting, management, provisions of a lease, and tenants' rights.
09.01 04 07 04	**Selection of Housing** – The factors to consider in selection of a place to live whether it be cooperative housing, condominium housing, mobile homes, apartments or conventional homes, depending on housing needs, goals, and resources.
09.01 04 08 00	**Family Transportation** – The consumer utilization of private and public transportation.
09.01 04 08 01	**Automobile Insurance** – See 09.01 04 09 01: Automobile Insurance.
09.01 04 08 02	**Automobile Selection and Purchase** – Operation costs, repair costs, buying a new car, buying a used car, financing a car, car warranties, leasing a car, and automobile safety.
09.01 04 08 03	**Public Transportation** – Consumer selection and utilization of transits such as subways, buses, cabs, trains, planes, and the total of cost of transportation within the family income.
09.01 04 09 00	**Financial Security** – Protection for the family finances.
09.01 04 09 01	**Automobile Insurance** – Liability insurance, medical payments insurance, comprehensive physical damage insurance, collision insurance, no-fault insurance, premiums based on classes of drivers, special policies, necessary coverage, and shopping for rates.
09.01 04 09 02	**Health Insurance** – Protection from the cost of health care including types of health care plans, health insurance costs, hospitalization insurance, surgical-physician expenses, major medical, accidental death and dismemberment, disability insurance, dental care insurance, private insurance company protection, comprehensive nonprofit pre-paid health plan, and the medicare program.
09.01 04 09 03	**Home Insurance** – The protection of a homeowner's insurance policy.
09.01 04 09 04	**Life Insurance** – Buying life insurance for needs of the family, most economical use, basic policy types, settlement terms, restrictions, loan value and dividends, and shopping for life insurance.
09.01 04 09 05	**Savings and Investments** – The importance of savings to the consumer, savings institutions, investing in securities, stocks, bonds, mutual funds, trusts, real estate, and estate planning including wills, trusts, and taxes.
09.01 04 09 06	**Social Insurance** – Needs for social insurance, social security, annuities, and retirement plans.
09.01 04 10 00	**Foods and Nutrition** – Selection and purchase of foods and labeling and legislation to protect the consumer.
09.01 04 10 01	**Food Purchasing** – Cost of food, patterns of family spending, wasting food money by impulse buying, national brands versus store or private labels, deception in the market, and how to get more for your food dollar. (See also Food Management: 09.01 08 05 01).
09.01 04 10 02	**Labeling and Legislation** – The Fair Packaging Act and food standards, understanding labels, U.S. Government inspection and grading, vitamin and dietary supplements, trading stamps and gimmicks, short-weighting, and non-price competition.

09.01 04 11 00	**Furniture, Home Furnishing, Home Applicances, and Lighting** – Selection and purchase of furniture, furnishings, and appliances for the home.
09.01 04 11 01	**Selection and Purchase of Furniture** – Planning and shopping for furniture. (See also Housing and Home Furnishings: 09.01 09 03 00).
09.01 04 11 02	**Selection and Purchase of Home Furnishings** – Planning and shopping for home furnishings (See also Housing and Home Furnishings: 09.01 09 02 00).
09.01 04 11 03	**Selection and Purchase of Home Appliances** – Planning and shopping for appliances based on features, safety, capacity, service, delivery, warranties, operating costs, and lifetime.
09.01 04 11 04	**Selection and Purchase of Lighting** – Planning and shopping for fixtures, lamps, and portable lighting units for indoor and outdoor use in the home.
09.01 04 12 00	**Recreation and Vacations** – The financing of family recreation and travel.
09.01 04 13 00	**Taxes** – The consumer and his taxes, types of taxes, the Federal Income Tax, State and local taxes, and recordkeeping for tax purposes.
09.01 05 00 00	**Family Health** – The study of related aspects of health in family living with special emphasis on nutrition, emotional health, the relationship of the health of an individual to the well-being of the family, the prevention of illness, and the management and elementary skills involved in caring for the ill and convalescent in the home.
09.01 05 01 00	**Consumer Health** – (See Consumer Education-Family Health: 09.01 04 06 00).
09.01 05 02 00	**Disease Prevention and Control** – Communicable and chronic diseases: the study of the cause, control, and prevention of disorders which impair health with emphasis on prevention. The various diseases are usually categorized under two headings, "communicable and chronic." The former includes diseases which can be transferred from one person to another, such as tuberculosis, veneral diseases, and measles; the latter includes diseases such as cancer, heart disease, multiple sclerosis, and cerebral palsy.
09.01 05 03 00	**Environmental Health** – Learning experiences designed to help the student understand the effect upon man's health and well-being of such environmental factors as water supply, pollution control, food contamination, air pollution, radiation exposure, crowdedness, noise, and mobility. (Also see Future of the Family: 09.01 06 02 05).
09.01 05 04 00	**Family Life Education** – The physical, psychological, social, and emotional aspects of growth toward maturity and the biology of reproduction as it is taught by the family to the child. (Also see Planning for Birth Control: 09.01 06 04 04 and Sexual Expression of Love: 09.01 06 04 05).
09.01 05 05 00	**First Aid** – Learning designed to develop understanding and skills necessary for emergency use to prevent the death or further injury of a person until the services of a physician can be obtained and to provide instruction concerning the national program of medical self-help.
09.01 05 06 00	**Growth and Development** – The study and development of understanding concerning the physical, mental, emotional, and social changes which occur from adolescence through adulthood.
09.01 05 07 00	**Harmful Substances** – The study of the effects of the misuse of alcohol and tobacco, narcotics, dangerous drugs, volatile chemicals, tranquilizers, and similar products on individuals, families, and communities. Also included is information on poisons, poisonous plants, and poison control centers.
09.01 05 07 01	**Alcohol** – The uses and abuse of alcohol.
09.01 05 07 02	**Drugs and Narcotics** – The use and abuse of drugs and narcotics.
09.01 05 07 03	**Tobacco** – The effects of smoking on the body.
09.01 05 08 00	**Handicapped** – Home physical and emotional adjustments and planning for the health and safety of the handicapped family member, physical health of the handicapped, body mechanics, work plans, house planning, equipment selection, clothing needs, care of infants and small children, and home economists' help for the physically handicapped homemaker.
09.01 05 09 00	**Health Maintenance and Care** – Organized experiences to attain optimum personal health through attention to the development and maintenance of personal fitness, a balance in exercise, work, sleep, and rest, relaxation, and recreation, and body care and grooming.

09.01 05 09 01	**Dental Health** – Knowledge and understanding concerning the growth and structure of the teeth, causes and prevention of tooth decay and other dental diseases, and sound practices in the care of the teeth and mouth
09.01 05 09 02	**Foods and Nutrition** – (See Nutrients: 09.01 07 03 06 and Problems in Nutrition: 09.01 07 03 07).
09.01 05 09 03 09.01 05 09 03	**Mental Health** – Development of the ability to cope and adapt to the environment, to perceive reality accurately, to manage stress healthfully, to understand his emotions, to stand on his own, and to learn and develop a feeling of well-being. Education for death is also included.
09.01 05 09 04	**Personal Grooming and Body Care** – Practices in grooming, dress, cleanliness, and body care.
09.01 05 09 05	**Physical Fitness** – Exercise, work, sleep, rest, relaxation, and recreation.
09.01 05 10 00	**Insurance, Health** – (See Consumer Education – Family Health: 09.01 04 06 00 and Health Insurance: 09.01 04 09 02).
09.01 05 11 00	**Home Nursing** – The homemaker in the role of a nurse, keeping the patient comfortable, food for the sick, furnishing and equipping the sickroom, and skills in caring for the sick.
09.01 05 12 00	**Safety in Daily Living** – An awareness and understanding of the hazards of everyday living and the knowledge, habits, attitudes, and skills which will enable them to function at optimum level in the presence of hazards.
09.01 05 12 01	**Fire Safety** – Fire prevention from hazards such as smoking, matches, electricity, heating units, explosive materials, rubbish, outdoor fires, construction defects, and cooking, with the procedures to be followed in case of fires.
09.01 05 12 02	**Holiday and Vacation Safety** – Protection from hazards which are peculiar to certain holidays.
09.01 05 12 03	**Safety in the Home** – Falls, burns, gas poisoning, poisons, mechanical suffocation, firearms, home workshops, garden tools, power mowers, electrical fixtures, appliances, and animals. (See also First Aid: 09.01 05 05 00).
09.01 05 12 99	**Other Safety in Daily Living** – Other subject matter emphasized in safety in daily living which is not listed above.
09.01 05 13 00	**Senior Citizens** – Health needs of the aged including exercise, nutrition, rest, housing, employment income, emotional and spiritual needs, and related legislation.
09.01 06 00 00	**Family Relations** – The study of the nature, functions, and significance of human relationships in the family. The subject matter includes concepts and principles related to various family living conditions, the establishment and maintenance of relationships, and the preparation for marriage and family life. These designated aspects of family relationships emphasize the universality of families, the uniqueness of individuals and families, the development and soicalization of the individual, and meeting the variety of needs and interests of family members.
09.01 06 01 00	**Establishment of Marriage** – The initial phase of marriage, usually from the wedding until the birth of the first child.
09.01 06 01 01	**The Honeymoon** – The holiday following the wedding and marking the beginning of married life.
09.01 06 01 02	**Initiating Marriage Roles** – The development of satisfying and functional patterns at the onset of marriage including the questions of dominance, occupational roles, the sexual relationship, relating with in-laws, religious affiliation, financial decisions, future family planning, and the place of companionship and individuality in marriage.
09.01 06 01 03	**Marriage – The Institution** – The legal aspects of becoming married including the ages, the contract, state laws, civil & religious weddings, purposes served by the wedding ceremony, evaluating wedding plans, secret weddings and marriages, and the meaning of marriage.
09.01 06 01 04	**Marriage in Maturity** – The changing roles and characteristics of marriage as the couple goes through their middle years and retirement. Means of maintaining the relationship, conflict resolution, and emotional support are included.

09.01 06 02 00	**Family In World Perspective** – The family as an institution of society.
09.01 06 02 01	**Cultural Differences** – The characteristics of family life structures, functions, and types unique to cultures and subcultures.
09.01 06 02 02	**Dissolvement of Marriage** – The termination of a marriage because of death, desertion, or dissolution as it affects the family members.
09.01 06 02 03	**Family Life Cycles** – The stages within family life from birth to the first child through the family's terminal stages. (See also Child Development – Family Influence: 09.01 02 10 00).
09.01 06 02 04	**Functions of the Family** – The behavior of the family for sexual reproduction, social, economic, education, recreation, religion, and social-psychological purposes as they relate to mates, children, and the total society. (See also Family Health – Family Life Education: 09.01 05 04 00).
09.01 06 02 05	**Future of the Family** – Predictions relating to the role and life style of the family and coping with the changes for the future.
09.01 06 02 06	**Nature of the Family** – Family definitions and organizations affected by economic, religious, governmental, and community factors, and the interrelationships of these factors.
09.01 06 02 07	**Types of Families** – Different types of family living as based on the culture and the functions and location of the family.
09.01 06 03 00	**Parenthood** – The state of the art of being a parent.
09.01 06 03 01	**Adoption** – The decision to adopt a child, agency and private adoptions, placement requirements, placement procedures, concerns of parents and children in adoption, the unmarried mother, and the unmarried father.
09.01 06 03 02	**Beginning Family** – The transition from marriage to family living with the birth of the first child including the role of heredity, the human reproductive system, problems that hinder conception, preparation for the new child, parental reactions to the new child, the husband's new role as a father, the wife's new role as a mother, basic needs of the child, child spacing, contraception in practice, and preferred family size. (See also Physical Development: 09.01 02 19 00).
09.01 06 03 03	**Parent-to-Child** – Communication within the family related to parental roles in socializing children with the provision of love and discipline, parental roles in educating children, family problem-solving, the generation gap, the division of labor, family recreation, and the cycle of family living. (See also Family Life Cycles: 09.01 06 02 03 and Philosophies of Child-Rearing: 09.01 02 18 00).
09.01 06 04 00	**Preparation for Marriage** – The person's development for the state of marriage. (See also Individual: 09.03 01 00 00).
09.01 06 04 01	**Dating** – Courtship with its characteristics, major stages, social influences, individual pattern, etiquette, types, development of interpersonal skills, the influences of earlier behavioral patterns, sex roles, and knowledge of the opposite sex.
09.01 06 04 02	**Engagement** – A ritualized transition between dating and marriage including the engagement ring, the newspaper announcement, parties and showers, timing the transition, the functions of engagement, and interaction during engagement.
09.01 06 04 03	**Mate Selection** – Choosing a partner by the nature of the compatability and the final choice.
09.01 06 04 04	**Planning for Birth Control** – The physiology of conception, ability to conceive, the ethics of planning, and methods of family planning.
09.01 06 04 05	**Sexual Expression of Love** – The impulse to intimacy, and the place of intimacy in courtship.
09.01 06 04 06	**Types of Love** – Components of love including altruistic, romantic, sexual, and companion-type love.
09.01 07 00 00	**Foods and Nutrition** – The study of food and its role in personal and family living, including the basic principles of health, food management, and economics; in practice, emphasis is frequently placed on meal management as a means of understanding the significance and nature of foods, its storage, and its preparation for families.

09.01 07 01 00	**Food Preparation** – The world of cookery of foods.
09.01 07 01 01	**Beverages** – Kinds and selection, nutrient contributions, principles of preparation, uses and storage of beverages and liquids in the diet including water, coffee, tea, chocolate and cocoa, fruit drinks, and carbonated drinks.
09.01 07 01 02	**Bread** – The history of breads, types of quick and yeast breads, ingredients, nutrient contributions, techniques of preparation, use, and storages of the "staff of life".
09.01 07 01 03	**Casseroles** – One-dish-meals.
09.01 07 01 04	**Cereals and Cereal Products** – Grain products including rice, oats, barley, rye, corn, buckwheat, pasta wheat, their nutrient contributions, uses, cookery principles, and storage.
09.01 07 01 05	**Cooking Terminology** – Language of the recipe for techniques of food preparation.
09.01 07 01 06	**Convenience Foods** – Processed or partially processed foods including canned foods, frozen foods, ready-to-serve, ready-to-use, packaged mixes, the cost of convenience, ingredients in mixes, packaging of mixes, cookery principles, and the various uses of mixes.
09.01 07 01 07	**Desserts: Cake, Cookies, and Pastries** – Types of foods which add a touch of sweetness to the diet including fruit desserts, milk desserts, gelatin desserts, biscuit, cake and pastry desserts, their nutrient contributions, and principles of preparation.
09.01 07 01 08	**Eggs** – The structure of the egg, grades and sizes, nutrient contributions, principles of cookery, selecting eggs, and storage of eggs.
09.01 07 01 09	**Fats and Oils** – Kinds of fat and oil, functions and nutrient contributions, uses, selection, and storage.
09.01 07 01 10	**Fish and Seafood** – Kinds of fish and seafood, forms marketed, selection, nutrients, principles of cookery, methods of cookery, and storage.
09.01 07 01 11	**Foreign Foods** – Selection, preparation, and service of foods which are characteristic of other countries.
09.01 07 01 12	**Fruits** – Fruit groups, forms of fruit, selection, storage, nutrient contributions, and preparations of fruits.
09.01 07 01 03	**Garnishes and Relishes** – Colorful foods served as appetizers, meat accompaniments, and salad replacements. They include such foods as pickles, cranberry sauce, tart jellies, olives, and radishes.
09.01 07 01 14	**Gourmet Foods** – Fancy foods, types, and preparation.
09.01 07 01 15	**Meat and Meat Group Products** – Nutrient contributions, types of meat and meat cuts, forms of meat, inspection and grading of meat, selection and buying of meat, uses of meat, principles of meat cookery, care and storage, and the use of meat substitutes including such foods as peanut butter, gelatin, legumes, and eggs.
09.01 07 01 16	**Milk and Dairy Products** – Nutrient contributions, processing, forms, grades, principles of cookery, storage, substitutes for products including milks, creams, cheeses, and butter.
09.01 07 01 17	**Poultry** – Classes of poultry, market forms, selection, nutrient contributions, principles of poultry cookery, uses, selection, and storage of poultry.
09.01 07 01 18	**Preparation Techniques** – Selection and use of the recipe, measurements, techniques of mixing, cutting, cooking, abbreviations, equivalent measures, increasing or decreasing recipes, food equivalents, and substitutions.
09.01 07 01 19	**Preservation** – History and methods of food preservation, food spoilage, home canning and freezing, jelly-making, controlling the environment, freeze-drying, dehydro-freezing, dehydration, fermentation, irradiation, chemical additives, preservatives, nutritive value, color additives, flavoring agents, emulsifiers, stabilizers, thickeners, acids, buffers, alkalies, neutralizing agents, and maturing and bleaching agents.

09.01 07 01 20	**Salads and Salad Dressings** – Ingredients, types and courses of salads, nutrient contributions, principles of salad preparation, selecting salad vegetables and fruits, storage of fresh produce, and types of salad dressings.
09.01 07 01 21	**Sandwiches** – Classifications of sandwiches, principles of preparation, wrapping and storing, and selection of ingredients.
09.01 07 01 22	**Sauces and Gravies** – Preparation of gravy, white sauce, cocktail sauce, barbeque sauce, Hollandaise sauce, tomato sauce, and dessert sauces.
09.01 07 01 23	**Snacks** – Selection and preparation of foods for between - meal snacks, uses for snacks, and their nutrient contributions.
09.01 07 01 24	**Soups** – Kinds of soup, nutrient contributions, uses of soup, and principles of preparation.
09.01 07 01 25	**Spices and Herbs** – Selection and use of spices and herbs suitable for seasoning specific foods.
09.01 07 01 26	**Sugars** – Types of sugar, nutrient contributions, and sugar cookery including candy and frostings.
09.01 07 01 27	**Tools of Cookery** – Devices or instruments used to perform specific cooking jobs as stated in recipe terms.
09.01 07 01 28	**Vegetables** – Classes of vegetables, forms, nutrient contributions, principles of cookery, methods of cookery, uses, selection and purchase, and storage.
09.01 07 01 29	**U.S. Regional Foods** – Preparation and service of foods unique to the various regions, cities, and restaurants within the United States.
09.01 07 02 00	**Food Management** – (See Home Management: Food Management 09.01 08 05 01).
09.01 07 03 00	**Nutrition** – The science of food and its relation to health.
09.01 07 03 01	**Agencies** – International, national, and private organizations and government units working on nutrition problems.
09.01 07 03 02	**Basic Four** – (See Home Management: Feeding the Family 09.01 08 03 00).
09.01 07 03 03	**Contributors** – Individuals who have made contributions to the science of nutrition.
09.01 07 03 04	**Food Faddism** – False and misleading advertising and the promotion of drugs, health devices, and reducing aids including miracle foods, food fallacies, health foods, and weight-reduction fads.
09.01 07 03 05	**Growth** – The development of the human body because of nutrient intake.
09.01 07 03 06	**Nutrients** – The substances of food which nourish the body including carbohydrates, fats, protein, vitamins, minerals, water, and fiber.
09.01 07 03 07	**Problems in Nutrition** – Diets, food habits, causes of malnutrition, combating malnutrition, and effects of nutritional deficiencies.
09.01 07 04 00	**Purchasing Food** – (See Consumer Education: Foods and Nurtition 09.01 04 10 00, Food Purchasing 09.01 04 10 01, and Labeling and Legislation 09.01 04 10 02).
09.01 07 05 00	**Meal Planning** – (See Home Management: Feeding the Family 09.01 08 03 00).
09.01 07 06 00	**Meal Service** – (See Home Management: Food Management 09.01 08 05 01).
09.01 07 07 00	**Outdoor Cookery** – Selection of foods for outdoor cooking, principles of outdoor cookery, methods of outdoor cooking, and use of equipment.
09.01 07 08 00	**Tablesetting** – (See Home Management: Food Mangement 09.01 08 05 01).
09.01 08 00 00	**Home Management** – Using resources to plan, to direct or control, and to evaluate the activities of the home.
09.01 08 01 00	**Clothing the Family** – (See Clothing: Wardrobe Care 09.01 03 04 02, Planning a Wardrobe 09.01 02 04 05, and Consumer Education: Clothing and Textiles 09.01 04 02 00).
09.01 08 02 00	**Controlling Family Spending** – The meaning of money to the family members, kinds of income, spending values, examples of spending plans and spending records for various stages of the family life cycle. (See also Consumer Education – Consumer Planning and Decision Making: 09.01 04 04 00 and Money Management: 09.01 04 04 03).
09.01 08 03 00	**Feeding the Family** – Meal planning, meal planning guides such as the Basic Four, meal patterns, and meals of the day. (See also Food and Nutrition: 09.01 04 10 00, Food Purchasing: 09.01 04 10 01, and Labeling and Legislation: 09.01 04 10 02).

09.01 08 04 00	**Guiding the Children** – The planning, guiding or controlling, evaluation of the adults time for children and the child's activities including allowances, child safety, eating, looking, listening, playing, sleeping, talking, and working experiences.
09.01 08 05 00	**Managing Household Activities** – The equipment, methods, and operational skills involved in a smoothly managed home, family differences, choice, group work and evaluating and adjusting to a complex life pattern.
09.01 08 05 01	**Food Management** – Preparation procedures, work plans including time schedules, table settings, meal service, table talk, table manners, entertaining, personal hygiene; pre-treatment of pans and dishes, stain treatment for pans, clean-up at the end of the meal, kitchen sanitation; preparing food in quantity; organizing storage areas; organizing preparation; cooking, serving, clean-up work areas; and service.
09.01 08 05 02	**Housecleaning** – The daily, weekly, monthly, and yearly activities related to the care and upkeep of the home including sanitation, household pest control, cleaning equipment, and supplies.
09.01 08 05 03	**Landscape Gardening and Maintenance** – The maintenance and upkeep of the yard and lawn equipment.
09.01 08 05 04	**Maintenance and Repair of Furniture** – The daily and occasional care and repair necessary to extend the lifetime of both major and small appliances used in the home, repairing electrical cords, and making minor electrical repairs.
09.01 08 05 05	**Maintenance and House Repairing** – The daily and occasional care and repair necessary to extend the lifetime or improve the appearance of the exterior of the home and the yard.
09.01 08 05 06	**Maintenance and Repair of Home Furnishings** – The daily and occasional care and repair necessary to extend the lifetime of accessories, household linens, and tableware.
09.01 08 06 00	**Protecting Family Health** – (See Family Health and its subheadings: 09.01 05 00 00; Consumer Education – Family Health: 09.01 04 06 00; and Health Insurance: 09.01 04 09 02).
09.01 08 07 00	**Resource Management** – Using time and energy effectively, motion and materials management for household tasks, thought management, recycling, and electrical and gas conservation.
09.01 09 00 00	**Housing and Home Furnishings** – The study designed to develop judgment needed for creating a favorable environment for family living. Attention is given to a complex of housing and home furnishing considerations including the influence of housing on people, family life cycle, and types and costs of housing, interior design, the care, maintenance and improvement of homes and furnishings, and the relation of resources to family needs.
09.01 09 01 00	**Architecture** – The art or science of home building including plan, design, construction, and decorative treatment.
09.01 09 01 01	**Electricity in the Home** – Wiring, plumbing, and heating design in the home.
09.01 09 01 02	**Landscape** – The architectural design of the yard including patios, garden ornaments, landscape design, landscape gardening, and landscape protection.
09.01 09 02 00	**Furnishings** – Design qualities and characteristics of accessories, household linens, tableware, and other furnishings which satisfy personal and family needs.
09.01 09 02 01	**Accessories** – Design qualities and characteristics of decorative furnishings, objects of art, pictures, lamps, house plants, flower and window gardening, and decorative items selected by the individual.
09.01 09 02 01 01	**Crafts** – Decorative items created for the home by the individual.
09.01 09 02 02	**Fabrics** – Material used in the bathroom, bedroom, and kitchen areas of the home including linen, sheets, pillowcases, towels, etc.
09.01 09 02 03	**Maintenance and Repair** – (See Home Management – Maintenance and Repair of Furnishings: 09.01 08 05 06).
09.01 09 02 04	**Selection and Purchase** – (See Consumer Education: 09.01 04 11 02).
09.01 09 02 05	**Tableware** – Furnishings for the table including dinnerware, flatware, glassware, hollowware, table linen, and table settings.

09.01 09 03 00	**Furniture** – The design qualities and characteristics of construction and arrangement of the movable articles in the home.
09.01 09 03 01	**Arrangement** – The principles of grouping furniture for beauty, comfort, increasing room functions, effect of architecture, and balance.
09.01 09 03 02	**Construction** – To build or manufacture an article of furniture including quality, case details, finish, hardware, furniture upholstery, fabric and tailoring, sitting comfort, wood types, and wood qualities.
09.01 09 03 03	**Furniture Design** – The combination of features and details of furniture related to functional and aesthetic art principles.
09.01 09 03 04	**Maintenance and Repair of Furniture** – (See Home Management – Maintenance and Repair: 09.01 08 05 03).
09.01 09 03 05	**Renovation of Furniture** – Restoring furniture to good condition by repairing the wood and upholstery.
09.01 09 03 06	**Selection and Purchase** – (See Consumer Education: 09.01 04 11 00).
09.01 09 04 00	**Home Appliances** – The design qualities and characteristics of major and small appliances for the home.
09.01 09 04 01	**Maintenance and Repair of Home Appliances** – (See Home Management – Maintenance and Repair of Household Appliances: 09.01 08 05 05).
09.01 09 04 02	**Major Appliances** – The design qualities and characteristics of ranges, refrigerators, freezers, dishwashers, and other appliances representing an expenditure for long-term use.
09.01 09 04 03	**Selection and Purchase of Home Appliances** – (See Consumer Education: 09.01 04 11 03).
09.01 09 04 04	**Small Appliances** – The design qualities and characteristics of portable electrical appliances usually for the kitchen and dining areas.
09.01 09 05 00	**Interior Design** – The combination of backgrounds (floor covering, wall covering, and window treatment) in the relationship to design elements and principles, lighting, room plans, and storage to interpret the expression, needs, and wants of the occupant.
09.01 09 05 01	**Backgrounds** – The selection, use, and durability of floor coverings, wall coverings, and window treatments.
09.01 09 05 02	**Design Elements** – The study of the basic components, line, form, color, and texture with their contributions to any particular design.
09.01 09 05 03	**Design Principles** – The fundamental guidelines for selecting and arranging the components of a design. They include harmony, proportion, balance, rhythm, and emphasis.
09.01 09 05 04	**Lighting** – The aesthetic aspects of natural and artificial lighting (See also Consumer Education – Selection and Purchase of Lighting: 09.01 04 11 04).
09.01 09 05 05	**Room Plans** – Floor plans to clearly define goals to integrate the furnishings with space, room arrangement, storage, traffic patterns, and living zones based on family activities.
09.01 09 06 00	**Outdoor Living Areas** – Space that is designed for work, play, rest, or entertaining out of doors with reasonable privacy. It may include porches, balconies, patios, terraces, lawns, pools, and landscaping which serves as an extension of the home.
09.01 09 07 00	**Selection of Housing** – The psycho-aesthetic needs, psycho-physical needs, socio-economic factors, values, and goals that affect people in their search for satisfactory places to live.
09.01 09 07 01	**Consumer Housing** – (See Consumer Education: 09.01 04 07 04).
09.01 09 07 02	**Psycho-Aesthetic Needs** – The study of the mind and emotions in relation to the sense of beauty of the living space.
09.01 09 07 03	**Psycho-Physical Needs** – The study of the mind and emotions in relation to the material objects employed in the living space.

09.01 09 07 05	**Socio-Economic Factors** – The relationship of the role of the community in providing opportunities that supplement or reinforce those offered in the home and the income of the family in determining the quality of housing and environment desired.
09.01 09 07 06	**Values and Goals** – The aspects of housing which a family esteem, desire, or deem useful in relationship to their housing selection.

OCCUPATIONAL PREPARATION

09.02 00 00 00	**Occupational Preparation** – The course or units of instruction emphasizing the acquisition of competencies needed for getting and holding a job and/or preparing for advancement in an occupational area using home economics knowledge or skills. Instructional content is selected from home economics subject areas to meet the unique requirements in specific occupations and is coordinated with appropriate field, laboratory, and work experience. Occupations include those which provide (1) services to the families in the home and similar services to others in group situations, (2) assistance to professional home economists and professionals in fields related to home economics in industries, agencies, and organizations, and (3) other services and/or assistance directly related to one or more home economics subject-matter areas.
09.02 01 00 00	**Care and Guidance of Children** – Preparation for various kinds of employment related to child care centers and young children; e.g., assisting directors of child day care centers or nursery schools, assisting with activities on playgrounds and in recreation centers, and caring for children in homes and such public places as stores, playgrounds, recreation centers, and transportation terminals.
09.02 01 01 00	**Orientation to Child Development Careers** – Exposure to careers and places which employ personnel in child development occupations, new and emerging careers, promotions and growth available, training and skills required, suggestions for field trips, and the employment outlook.
09.02 01 02 00	**Child Growth and Development** – Understanding of growth and development of children, learning methods for observing and recording behavior which assists in understanding children, becoming familiar with physical, mental, psychological, and emotional needs of children, and recognizing the importance of play in development.
09.02 01 03 00	**Curriculum for Children** – Curriculum for the child care program, which includes methods of working with children and creative activities, as it concerns the emotional, physical, and mental development of the child.
09.02 01 03 01	**Program Content** – Assessing needs of children upon which to build content for a child development program based on knowledge of art media, toys and games, books and music, and principles of nature and science.
09.02 01 03 02	**Ways of Working with Children** – Methods of child guidance, recognition of special needs and learning abilities of children, and awareness of behavior modification programs.
09.02 01 03 03	**Creative Activities** – Experiences and play activities which allow for growth of imagination and creativity; construction of posters, bulletin boards, puppets, etc. that children are able to make and use; recognizing and analyzing growth of creativity in children; and criteria to evaluate activities, toys, etc. which are considered to be creative.
09.02 01 04 00	**Child Nutrition** – Recommended daily allowances of nutrients for children; knowledge and planning of nutritious snacks and meals for a group situation; ways of teaching children nutritional concepts; and planning menus to include foods to introduce new tastes and encourage and enable the child to feed self.
09.02 01 05 00	**Child Protection and Safety in a School Situation** – Planning a safe environment, rules of behavior – how to teach children, necessary safety equipment, basic knowledge of First Aid, sources of emergency help, how to select safe toys and play activities, and safe clothing for school or day care center activities.

09.02 01 06 00	**Community Resources** – Community resources as exploration and learning activities for children; suggestions for field trips – supermarket, dairy, bakery, firehall, etc; personnel available as resource speakers and community resources that are available for services to families.
09.02 01 07 00	**Working with Parents** – Methods of working with parents, how to conduct surveys which show what parents feel are important concepts in a child care center; establishing relationships with parents through informal encounters and during parent-teacher meetings, how to involve parents in the program, and ways of education for greater parent effectiveness.
09.02 01 08 00	**Orientation to Child Care/Development Educational Opportunities** – Breakdown of occupations within Child Care/Development area according to kinds of training required.
09.02 01 08 01	**Secondary/Entry Level Occupations** – Occupations in child care and development which require entry level skills and a secondary education; types of work experience considered helpful; suggested secondary courses for preparation; and places of employment.
09.02 01 08 02	**Adult** – Educational opportunities available to retrain and upgrade adults in child care and development occupations (may also be preparatory programs): day care mother, child care center worker, and foster mother.
09.02 01 08 03	**Post-Secondary** – Occupations and the employment outlook in child care and development which require a post-secondary education of two years or less: child care assistant, supervisor of recreation, and playground leader.
09.02 01 08 04	**College or University/Professional Level** – Occupations in child care and development which require at least a bachelor degree: teaching, supervisory positions in day care centers, nursery schools, recreation centers, social worker, and child care specialist in an institution or corrective home.
09.02 01 09 00	**Procedures for a Child Care Program** – Regulations and rules (Federal and State) which are required to develop and implement a child care program: records, contracts, scheduling, licensing, funding, etc.
09.02 01 09 01	**Records** – Records and forms required by law to be maintained in a child care program: health reports, approval of parents, knowledge of parents whereabouts, attendance, financial arrangements, organization of a filing system, and how to operate a child care facility to maintain a financial balance.
09.02 01 09 02	**Contracts** – Contract agreement forms between parents and child care center related to rules and regulations, payment of fees, hours available, and contracts with teachers and other personnel in the center.
09.02 01 09 03	**Scheduling** – Scheduling of hours available to each child, planning time for specific duties and activities – play, rest, and meals, scheduling for arrival and departure of children, and the use of necessary forms.
09.02 01 09 04	**Laws** – Federal and state laws related to child care and development programs, number of children per attendant, space and equipment required, health standards and practices, food required and educational training and licensing of personnel.
09.02 01 09 05	**Licensing** – Steps and procedures to follow to obtain licensing for a child care program; legal requirements for licensing; and agencies where licenses are obtained.
09.02 01 09 06	**Advisory Groups** – How to establish and use an advisory group, functions of an advisory group, and suggestions for choosing members and setting roles.
09.02 01 09 07	**Program Funding** – Federal, state, and private funding available to child care and development programs, suggested budget allowances for various aspects of the program, and how to obtain funds.
09.02 01 09 08	**Provision for Facilities and Equipment** – Facilities and equipment needed; suggested outlets for obtaining toys, games, furniture, etc; special funding available for facilities and equipment; and role of the advisory council in obtaining them based on established criteria.

09.02 01 09 09	**Curriculum Developmnet** – Application of curriculum principles developed previously and the actual planning and implementation of curriculum.
09.02 01 09 10	**Methods of Instruction** – Carrying out instructional procedures with children, opportunities to practice techniques with children, evaluation by observers, and use of video-tapes.
09.02 01 09 11	**Criteria for Staff Selection** – Specific criteria established for staff in child care and development programs, personal attitudes, feelings, interests, talents, and abilities in addition to various levels of educational training.
09.02 01 09 12	**Public Relations** – Suggested methods and community officials to involve in public relations for child care and development program, sample newspaper stories, TV coverage, and other publicity, and role of child care program personnel in establishing public relations through encounters with parents.
09.02 01 09 13	**Continuing Education** – Continuing education programs available to retrain and upgrade child care and development personnel.
09.02 01 09 14	**Survey of Community Needs** – How to conduct community surveys and determine community needs from them.
09.02 01 99 00	**Other Child Care/Guidance** – Business opportunities in child care development such as working in toy departments, research on safety for children, designing and manufacturing children's accessories, toys and clothing.
09.02 02 00 00	**Apparel/Clothing Management, Production, and Services** – Preparation for employment concerned with clothing and textiles; e.g., fitting and altering readymade garments, custom tailoring and dressmaking, laundry-dry cleaning work, demonstration work, technical work in business and industry, and marketing and distribution.
09.02 02 01 00	**Orientation to Apparel/Clothing Management, Production, and Service Careers** – Exposure and exploration into career opportunities listed under apparel clothing management, production, and services; suggestions for field trips, places to investigate in the area which employ clothing and apparel personnel; and resource materials listing career opportunities available, training required, where employed, schools with related training, etc.
09.02 02 02 00	**Textile Production and Fabrication** – Careers and information related to production of clothing including factory and shop occupations as well as self-employed careers; production of clothing for population segments other than the general public – theater, protective clothing for specific occupations, athletic uniforms, and gear; related opportunities in design; and information on types of experience or background that is beneficial.
09.02 02 02 01	Dressmaking – Specialized classroom and laboratory experiences concerned with the construction, alteration, and fitting of women's apparel such as dresses coats, and suits. Instruction includes sketching, style, line, and color in fashion design, pattern making, cutting fabric to patterns, draping, machine and hand stitching, altering finished garments, cleaning and pressing, classification, identification, and selection of fabrics.
09.02 02 02 02	Tailoring – Specialized learning experiences concerned with the fabrication and alteration by hand and machine of all types of men's, women's, and children's outer garments; instruction includes taking measurements, preparing patterns, cutting, sewing, hand and machine pressing, and making repairs and alterations from start to finish according to patterns and the designer's specifications.
09.02 02 02 99	**Other Production of Clothing and Apparel** – Occupations related to production of clothing and apparel for specific groups or occupations such as safety gear, theatrical costumes, etc.
09.02 02 03 00	**Services** – Preparation for employment in occupations which offer services to maintain and repair textiles, clothing and apparel including clothing for specific areas such as theatrical personnel, personal dresser or wardrobe assistant and occupational opportunities as an alterations person.

09.02 02 03 01	**Fabric Maintenance Services** – Classroom and laboratory experience which is concerned with all phases of maintenance service on all types of fabrics; instruction emphasizes identifying, marking and entering, sorting, assembling, wrapping, and bagging clothing and other fabrics; a wide range of information dealing with drycleaning and spotting agents, detergents, bleaches, and the use of hand tools and power equipment such as power presses, washers, extracters, and dryers; and alteration and repair of fabrics.
09.02 02 03 01 01	**Dry Cleaning** – Classroom and practical experiences concerned with theory and knowledge in drycleaning plant management and processes; instruction includes receiving garments, inspecting, dry and wet cleaning, identifying spots and spotting, pressing, dyeing, and sorting and wrapping wearing apparel, household furnishings, and other articles of textile construction or leather; also emphasized are experiences concerned with various cleaning agents, kinds of fabrics, alteration and repair of articles, and uses of hand and power tools and equipment.
09.02 02 03 01 02	**Laundering** – Classroom and practical experiences concerned with theory and knowledge in laundering plant management and processes; instruction includes receiving garments, inspecting, washing fabrics, spotting, ironing and pressing, dyeing, bleaching, sorting, and folding wearing apparel, and household and other articles of textile construction; also emphasized are experiences concerned with various cleaning agents (including detergents), types of fabrics and uses of hand and power tools and equipment.
09.02 02 03 01 99	**Other Fabric Maintenance Services** – Include here other subject matter and experiences emphasized in fabric-maintenance services which are listed above.
09.02 02 03 02	**Demonstration Work** – Preparation for employment in occupations which demonstrate use of textiles, clothing and apparel; opportunities to serve as consultants in specific areas such as bridal shops, specific sizes, men's wear, children's department, etc; opportunities to travel and demonstrate products in fashion shows, public demonstrations held at professional conventions and meetings; and related occupations needed to assist demonstrator.
09.02 02 03 99	**Other Clothing Services** – Include here other subject matter and experiences emphasized in preparation for employment and occupations which offer services to maintain and repair textiles, clothing, and apparel.
09.02 02 04 00	**Distribution and Marketing** – Understanding skills needed for careers in marketing of goods and services, understanding principles of distribution, and career opportunities at various levels in marketing and distribution.
09.02 02 05 00	**Technical Work in Business and Industry** – Preparation for employment in occupations which involve technical work in business and industry including research in textiles, planning of layout for stores or shops, and preparation of displays and lighting.
09.02 02 06 00	**Supervision and Management** – Preparation for occupations which function at supervisory and management levels including aspects of hiring, training and discharging employees, planning work schedules, evaluation of employees, approving advertising and displays, and formulating store policies.
09.02 02 07 00	**Orientation to Apparel/Clothing Management, Production, and Service Educational Opportunities** – Divisions or hierarchy of clothing and textile occupations based on kinds and amount of training and education required with emphasis on new and emerging careers.
09.02 02 07 01	**Secondary/Entry Level Educational Opportunities** – Opportunities in clothing and apparel industry which one can enter with entry level skills and a secondary education; suggested courses to complete in high school to prepare one for such opportunities and basic skills required.

09.02 02 07 02	**Adult Educational Opportunities** – Educational opportunities to retrain and/or upgrade adults in apparel/clothing occupations; suggested course offerings; skills required and personal assets that are helpful.
09.02 02 07 03	**Post-Secondary/Supervisory Level Educational Opportunities** – Opportunities in the clothing and apparel industry which require a post-secondary education such as fashion merchandising, apparel specialist, design, etc; catalogs and references to schools offering courses which lead to these occupations, and suggestions for work experiences and courses in high school which will be helpful.
09.02 02 07 04	**College or University/Professional Level Educational Opportunities** – Opportunities in clothing and apparel industry which require a college or university level education: teaching positions, extension work, business opportunities, research, government positions, careers in radio, television, and opportunities for writing teaching materials, texts, etc.
09.02 02 99 00	**Other Apparel/Clothing Management, Production, and Services** – Opportunities in the clothing and textiles industry which may include accessories and home furnishings and emerging careers due to technological advances.
09.02 03 00 00	**Food Management, Production, and Services** – Preparation for various kinds of employment related to institutional and commercial food services including workers and supervisors in hospitals, child day care centers, homes for the elderly, school lunch programs, demonstrators and technicians in food industries, workers and supervisors in restaurants and grocery stores, and opportunities in self-employment.
09.02 03 01 00	**Orientation to Food Management, Production, and Service Careers** – Opportunities for careers related to food and nutrition in preparation, processing, distribution, service and other related areas.
09.02 03 01 01	**Food Preparation Occupations** – Occupations which deal with the preparation of food including not only those occupations which cater to the general public but those which serve private sectors such as households and governmental offices, and the hierarchy of personnel in food preparation industry.
09.02 03 01 01 01	**Baker** – Specialized classroom and practical work experiences associated with the preparation of bread, crackers, cakes, pies, pastries, and other bakery products for retail distribution or for consumption in a commercial food service establishment. Instruction includes making, freezing, handling, decorating, counter display, and packaging of bake products. Training prepares the pupil as an all-around baker, although he may be employed in the production of any one type of goods.
09.02 03 01 99	**Other Food Preparation Occupations** – Includes information on occupations which prepare foods for restaurants, catering companies, hospitals, public offices, military services, ship crews, etc.
09.02 03 01 02	**Food Processing Occupations** – Occupations which are concerned with the processing and packaging of food including the hierarchy of production from food growers to inspectors of processing plants; also included is information on places of employment and new and emerging careers in the field.
09.02 03 01 02 01	**Meat Cutter** – Specialized classroom and practical work experiences concerned with the cutting, trimming, and preparation of carcasses and consumer-size portions for sale by wholesale or retail establishments or for cooking in a food service establishment. Instructions provided in the use of certain meatcutting tools, identification of and techniques used in cutting different cuts of meats, dressing poultry, processing fish, counter display, and refrigeration of meats, poultry, and fish. – A combination of subject matter and learning experiences concerned with the scientific principles and operations involved in the preparation of agricultural products for sale and consumption including home and institutional preparation of food and its nutritive value.

09.02 03 01 02 99	**Other Food Processing Occupations** — Other occupations related to food processing including assembly line workers, inspectors, etc.
09.02 03 01 03	**Food Distribution Occupations** — Organized subject matter and learning experiences related to a variety of sales and sales-supporting tasks performed by distributive employees and management personnel in establishments primarily engaged in selling food for home preparation and consumption, or selling a general or commodity line of food products at wholesale.
09.02 03 01 03 01	**Waiter/Waitress** — Specialized classroom and practical work experiences in table preparation, food handling, serving, personal cleanliness and appearance, sanitary procedures, setting a table, receiving and seating guests, taking orders and interpreting the menu, carrying the tray and dishes, placing orders in the kitchen, serving procedures, making out checks, accepting money, making change, and proper relations with fellow employees and customers.
09.02 03 01 03 99	**Other Food Distribution Occupations** — Other occupations related to distribution of foods including stock shelf personnel, transportation, and host/hostess.
09.02 03 01 04	**Food Service Occupations** — Organized subject matter and learning experiences related to the sales and sales-supporting tasks performed by distributive employees and management personnel in establishments serving prepared foods and drinks for consumption on their own premises or at a place designated by the customer.
09.02 03 01 04 01	**Cook/Chef** — Specialized classroom and practical work experiences concerned with the preparation and cooking of a variety of food including the study of the use and care of equipment; food standards such as the selection and preparation of food and the determination of size of servings; sanitation procedures; cooking methods such as broiling and steaming; preparation of special dishes such as soups, salads, garnishes, and meringues. Although the pupil qualifies as an all-round worker, he may, depending on the size of the establishment, specialize in preparation of specific types of foods, i.e. meats, vegetables, or sauces.
09.02 03 01 04 99	**Other Food Service Occupations** — Information on other occupations related to food service: dietetics, fry cook, kitchen helper, and salad person.
09.02 03 01 99	**Other Foods Occupations** — Information related to self-employment in food related occupations such as specialty shops — breads, holiday baking, cake decorating, etc.
09.02 03 02 00	**Basic Information and Skills in Food Preparation** — (See Food Preparation: 09.01 07 01 00).
09.02 03 03 00	**Insitutional Equipment** — Knowledge of kinds and use of quantity cookware utensils and equipment, use of large kitchen appliances, and arrangement of work centers.
09.02 03 04 00	**Basic Principles in Quantity Food Preparation** — Differences in quantity food preparation versus preparation of "typical family-size" meal preparation, calculations of food costs, kitchen costs, and weights and measures in quantity cookery.
09.02 03 05 00	**Sanitation Laws and Regulations** — Information related to sanitary laws and regulations in the food industry, including federal and state laws for processing, packing, and preparation of foods for public sale or use, inspection procedures, study of food-borne bacteria causing illnesses — their effect and control, legal implications of establishments and individual personnel in serving unsanitary foods.
09.02 03 06 00	**Food Management** — Information related to serving portions, cost control, control of losses, managerial duties such as coordination of activities of other workers, purchases of foods and supplies, hiring, and discharging of personnel.

09.02 03 07 00	**Laws Regarding Food Occupations** — Sanitary laws demanded by Board of Health, laws regarding age in service of alcoholic beverages, inspection procedures of equipment, minimum wage and safety laws, and public responsibilities of food establishments regarding accidents.
09.02 03 08 00	**Licensing** — Procedures, references, and forms to complete to obtain licensing for food establishments or any person selling foods or food products to the public.
09.02 03 09 00	**Orientation to Food Management, Production, and Service Educational Opportunities** — Hierarchy of occupations in food management, production, and services according to amounts and kinds of training and education required.
09.02 03 09 01	**Secondary/Entry Level Occupations** — Occupations in the food industry which are available to those with secondary educations and which require entry level skills with a listing of courses which develop those skills.
09.02 03 09 02	**Adult** — Retraining and upgrading educational opportunities available to adults and the listing of courses offered with employment opportunities.
09.02 03 09 03	**Post-Secondary/Two-Year Training Occupations** — Occupations in the food industry which require post-secondary education, two years or less of training, with a listing of post-secondary schools which offer training in food industry occupations.
09.02 03 09 04	**College or University/Professional Level Occupations** — Occupations which require a college or professional degree: positions in teaching, research, public health, dietetics, consultants for a grocery chain, etc.
09.02 04 00 00	**Home Furnishings, Equipment and Services** — Preparation for various kinds of employment related to home furnishings and/or equipment including assisting purchasers in the selection of suitable home furnishings and/or equipment, assisting interior decorators, and custom-making of curtains, draperies, slip covers, and similar items.
09.02 04 01 00	**Orientation to Home Furnishings, Equipment and Service Career Opportunities** — Exposure and exploration of careers and places which employ personnel in home furnishing, equipment, and related services; suggestions for field trips and places to investigate in the area which employ subject-related personnel; career opportunities available, training required, schools with related training, and employment outlook.
09.02 04 01 01	**Home Furnishing Career Opportunities** — Occupations related to the selection, assistance in purchasing and arranging of furniture, fabrics, accessories, and tableware and household linens used in furnishing a home.
09.02 04 01 02	**Home Equipment Career Opportunities** — Occupations related to household equipment: general equipment, major and small electrical appliances, and laundry equipment.
09.02 04 01 03	**Home Service Career Opportunities** — Occupations related to services provided for the homemaker and/or family members.
09.02 04 02 00	**Supervision and Management of Home Furnishings, Equipment, and Service Education** — Preparation for occupations which function at supervisory and management levels; aspects of hiring, training, and discharging employees, planning work schedules, evaluation of employees, approving advertising and displays, and formulating company policies.
09.02 04 03 00	**Laws and Current Legislation Regarding Home Furnishings, Equipment, and Services Occupations** — Federal and state laws related to home furnishings, equipment, and services for consumer protection from the complexity of modern textiles, performance claims, care and maintenance, durability and workmanship. The Textile Fiber Products Identification Act and other consumer legislation are written controls upheld by private and government agencies.

09.02 04 04 00	**Orientations to Home Furnishings, Equipment, and Service Educational Opportunities** – Breakdown of occupations within home furnishings equipment, and services areas according to amount and kind of training required.
09.02 04 04 01	**Secondary/Entry Level Occupations** – Occupations in home furnishings, equipment, & services which require entry level skills and a secondary education; types of work experience considered helpful; suggested secondary courses for preparation; and places of employment.
09.02 04 04 02	**Adult** – Educational opportunities to retrain home furnishings, equipment, and service occupations (may also be preparatory programs) including interior decorator assistant, custom drapery making, upholstering, installing carpeting, carpet cleaning, refinishing furniture, restoring furniture, installing heating and cooling systems, custodial and housekeeping services, factory sewers of upholstery, factory assembling of furniture, custom painting, etc.
09.02 04 04 02 01	**Interior Decorator Assistant** – Duties performed in relationship to task related to home furnishings possible under an apprentice consultant including measuring for draperies, carpet, and furniture arrangement, as well as clarifying paper work, making out specification sheets, and credit approval.
09.02 04 04 02 02	**Custodial and Housekeeping Services** – Duties performed for private and commercial living and/or working quarters to maintain required standards of cleanliness and aesthetic qualities as specified by the hiring agent or state and federal laws.
09.02 04 04 02 99	**Other Adult Level Occupations** – Other occupations related to home furnishings, equipment, and services.
09.02 04 04 03	**Post-Secondary/Supervisory Level Occupations** – Occupations in home furnishings, equipment, and service areas which require a post-secondary education of two years or less: home equipment demonstrator, interior decorator, home service repairman, trained salesman, and others.
09.02 04 04 03 01	**Home Equipment Demonstrator** – Person demonstrating the use of certain home appliances in the home or public domain representing a commercial or service organization.
09.02 04 04 03 02	**Interior Decorator** – A person representing a commercial concern or available at a cost to assist in selecting and organizing furnishings for a home or public place.
09.02 04 04 03 99	**Other Post-Secondary Level Occupations** – Other occupations related to home furnishing, equipment, and services requiring post-secondary education.
09.02 04 04 04	**College or University/Professional Level Occupations** – Occupations which require a college or professional degree related to home furnishings, equipment, and services including positions in teaching, research, interior design, home service representation, consultation services, and others.
09.02 04 04 04 01	**Interior Designer** – Selects and organizes the furnishings of homes, offices, and other public places; prepares plans; builds scale models; and supervises construction work in relationship to the job of planning the environment where people will live and work.
09.02 04 04 04 02	**Home Service Representative** – Promotes the use of the utilities by teaching people how to select and operate appliances; appliance testing; program planning; writing; and training salesmen, dealers, and utility employees.
09.02 05 00 00	**Institutional and Home Management and Supporting Services** – Preparation for various kinds of employment related to institutional and home management services including homemaker-home health aides, assistants to homemakers, management aides in public housing, institutional housekeeping, executive housekeeping, and hotel and motel housekeeping.

09.02 05 01 00	**Orientation to Institutional and Home Management and Supporting Service Careers** — Career Opportunities in consumer affairs, institutions, and homes related to home management.
09.02 05 01 01	**Consumer Career Opportunities** — New and emerging careers in consumer services including consultants, research assistants, and consumer services.
09.02 05 01 02	**Institutional Career Opportunities** — Executive housekeeper for public buildings and housekeepers for institutions such as hospitals, homes for the elderly, and prisons.
09.02 05 01 02 01	**Hotel and Lodging** — Organized subject matter and learning experiences related to the tasks performed by distributive employees and management personnel in establishments which provide lodging, meals, convention facilities, and other services on a year-round or seasonal basis to the general public or to an organization's membership.
09.02 05 01 02 02	**Custodial Services** — Classroom and shop experiences which are concerned with all phases of the care and cleaning of buildings, fixtures, and furnishings, including all types of building interiors such as linoleum, plastic, terrazo tile and wood floors, rugs, plastic, wood paneling, paint, & synthetic wall coverings. Skills are taught in the use and care of hand and power tools of such operations as dusting, dust mopping, wet mopping, scrubbing, waxing, and refinishing and the cleaning of rest rooms, windows, and walls. Additional emphasis is on (1) characteristices of various cleaning agents and protective coatings including their reactions on surfaces and procedures of application, (2) sanitations and disinfectants, (3) scheduling work, and (4) purchasing custodial supplies.
09.02 05 01 02 99	**Other Institutional Career Opportunities** — Opportunities as a laundress, ironer, maintenance specialist, etc.
09.02 05 01 03	**Community Career Opportunities** — Home management careers which serve communities specifically such as work with schools, Better Business Bureaus, Home Health Care aides, and organization of volunteer groups — Grey Ladies, Candy Stripers, etc.
09.02 05 01 03 01	**Teacher Aide** — A staff member performing assigned activities of a non-teaching nature which are not classified as professional educational but which assist a staff member to perform professional educational teaching assignments more effectively.
09.02 05 01 03 99	**Other Community Career Opportunities** — Includes information on housing project interviewers and managers and volunteer organizations, etc.
09.02 05 01 04	**Supervision and Management** — Supervisory positions in institutional and home management and supporting service occupations including careers as public housing consultant, housing management officer, homemakers' services adminstrator, homemaker/home health aide trainer, or executive housekeeper of an institution or business.
09.02 05 01 99	**Other Institutional and Home Management and Supporting Service Careers** — Information on other occupations such as consumer aide, personal shopper, recreation aide, home companion, etc.
09.02 05 02 00	**Orientation to Institutional and Home Management and Supporting Services Educational Opportunities** — Hierarchy of occupations in institutional home management and supporting services according to kinds and amounts of training and education required.
09.02 05 02 01	**Secondary/Entry Level** — Occupations in institutional and home management and supporting services which require a secondary education and entry level skills.
09.02 05 02 02	**Adult** — Upgrading and retraining educational opportunities available to adults in institutional and home management and supporting services occupations.

09.02 05 02 03	**Post-Secondary/Two-Year Preparation** – Occupations in institutional and home management and supporting services which require a post-secondary education of not more than two years.
09.02 05 02 04	**College or University/Professional Level** – Occupations in which require at least a bachelor degree.
09.02 06 00 00	**Work Orientation** – Exploration of personal and physical factors that influence occupational choices and obtaining a job, personal abilities and traits, and realistic approaches to career and job selection.
09.02 06 01 00	**Personal** – Personality factors related to occupational choices, including self-analysis techniques related to individual talents, traits, interests and goals, personal habits of hygiene, grooming, and sanitation.
09.02 06 02 00	**Employability Traits** – Traits which make one "attractive" or employable in the job market including acquired skills, past work experiences, personal traits (physical and mental), attitudes, past school records, promptness, and attendance.
09.02 06 03 00	**Orientation to the World of Work** – History of work patterns, why people work, the turnover in job market, technological advances and influences, and readings which reflect attitudes and feelings about work.
09.02 06 04 00	**Nutrition for Employability** – Nutritional habits in relation to alertness, reflexes and general good health, and required daily allowances of nutrients for working persons.
09.02 06 05 00	**Safety for the Worker** – Knowledge of first aid techniques, emergency numbers to call for assistance, procedures to follow to report accidents, how to learn of safety rules and regulations, responsibility of workers related to safety, and OSHA (Occupational Safety Hazard Act) requirements as related to industry.
09.02 06 06 00	**Management of Resources, Time, Energy and Properties** – Recognition of resources and values related to the occupational world of work, techniques of time and energy management, and the dual-role of managing home and job responsibilities so one can be productive and effective in both.
09.02 06 07 00	**Working Relationships** – Relationships between employers-employees, employee-employee, employee-customer, professional ethics, protection and respect of one's reputation, and reputation of an occupation.
09.02 06 08 00	**Legal Aspects of Employment** – Knowledge of labor laws, Workman's Compensation, equal opportunity businesses, discrimination laws, minimum wage laws, obtaining a social security card, completing and reporting income taxes, and knowledge of W-2 forms, withholding, FICA, etc.
09.02 06 09 00	**Resources of Job Placement** – Public employment agencies, private employment agencies, payment of fees, want ads, word-of-mouth, personnel managers, school and university placement offices.
09.02 06 10 00	**Planning for Job Placement** – Planning to obtain a job, asking for letters of reference, and preparing a personal data sheet.
09.02 06 11 00	**Job Interviews** – Knowledge of how to conduct oneself during a job interview, names of references, social security number, personal data sheet, dress, attitudes, making the appointment, and home to "sell" oneself.
09.02 06 12 00	**Application Letters and Forms** – Practice in filling out application forms, types of information needed, and sample ideals and procedures for construction of letters of application.
09.02 06 13 00	**Community Interaction and Resources** – Utilization of community resources to obtain knowledge related to the world of work, use of telephone, yellow pages, how to approach businesses, field trips, tours, personal interviews, how to be aware of community resources, and information on trade and labor unions.

09.02 06 14 00	**Role of Youth Organization (HERO)** – Goals and objectives of the organization, typical programs and projects of the chapter, and how to organize and implement a HERO chapter.
09.02 07 00 00	**Occupational Preparation Available** – Ways to prepare oneself for an occupation – educational and training opportunities available.
09.02 07 01 00	**Secondary** – Suggested courses offered in secondary schools to provide entry-level skills and occupations in various fields which require entry-level skills.
09.02 07 02 00	**Adult** – Courses offered in adult education to prepare, retrain, and upgrade adults in various occupations.
09.01 07 03 00	**Post-Secondary** – Programs offered in Junior Colleges, Community Colleges, and Technical Schools of two years or less to prepare individuals for various occupations.
09.02 07 04 00	**College or University/Professional Level** – Programs offered leading to bachelor degrees or more to prepare individuals for various occupations.
09.02 07 99 00	**Other Occupational Preparation** – This includes other methods of job preparation such as on-the-job training, correspondence courses, apprenticeships, internships, and private trade schools.
09.03 00 00 00	**Career Education** – Content integral to the individual's preparation with the total skills for living, including personal growth and participation in youth groups.
09.03 01 00 00	**Individual** – The processes and problems of man becoming a participating member of society.
09.03 01 01 00	**Appropriate Behavior** – Patterns of action which contribute to groups with which the student may be expected to be in contact now or in the future.
09.03 01 02 00	**Career Guidance** – Greater understanding of one's educational and occupational strengths in relationship to career requirements and opportunities, which lead to the formulation of realistic plans for the immediate future and to consideration of the effects of technological change on the individual in the long-range future.
09.03 01 03 00	**Citizenship** – Increased knowledge and appreciation of one's responsibilities and rights as a member of his school, community, state, nation, and world.
09.03 01 04 00	**Communication:Encounter** – Improvement of skills in transmitting verbal and nonverbal messages especially emphasizing inter-personal communication skills.
09.03 01 05 00	**Creativity** – Enhanced performance in original and self-expressive behavior.
09.03 01 06 00	**Cultural Awareness** – Greater capability for pupils to understand and adapt to the cultural patterns of the various groups which comprise the community.
09.03 01 07 00	**Decision Making** – Development of the ability to organize and utilize one's intellectual and environmental resources for arriving at the most appropriate solutions to problems. Impact is a classroom tool for the decision-making process as well as other models designed to assist people to reach their goals.
09.03 01 08 00	**Leisure** – Interests and skills appropriate for leisure-time activities at the present time and in the future.
09.03 01 09 00	**Home Economics as a Profession** – Awareness of the value and significance of aspects of the home economics area.
09.03 01 10 00	**Human Sexuality:Attitudes and Behavior** – Understanding normal and abnormal behavior sexually. (See also Family Relations – Initiating Marriage Roles: 09.01 06 01 02 and Sexual Expression of Love: 09.01 06 04 05).
09.03 01 11 00	**Human Sexuality**: Basic Response – Understanding the sexual physiology of the self.
09.03 01 12 00	**Mental Health** – (See Family Health – 09.01 05 09 03).
09.03 01 13 00	**Philosophy of Life** – The complete knowledge about who you are as a person in the process of self-actualization or understanding your ideal self and self as perceived by others.

09.03 01 14 00	**Roles** — The position a male or female plays in society as a winner or loser; transactional analysis; stroking; time structuring; life scripts; parenting and the parent ego states; childhood and the child ego state; stamp collecting; the adult ego state; game playing; and defense mechanismss.
09.03 01 15 00	**Single Life** — The life style as a single member of society.
09.03 01 16 00	**Value Clarification** — The process of valuing composed of belief and behavior patterns.
09.03 02 00 00	**Youth Groups** — Future Homemakers of America (FHA) and Home Economics Related Occupations (HERO) as integral parts of the home economics program.
09.04 00 00 00	**Humanized** — The principal methods by which a facilitator (teacher) communicates with his students and manages the classroom.
09.04 01 00 00	**Comparative Analysis** — A thought process identifying and evaluating similarities and differences of more than one system, group, or the like.
09.04 02 00 00	**Demonstration** — An activity in which a person explains by using examples, experiments, etc. to show how a thing is done.
09.04 03 00 00	**Diagnosis** — A careful study of the facts about something to find out its essential features and faults.
09.04 04 00 00	**Directed Observation** — A guided watch or study to provide the purpose of improving the study, understanding, and evaluation of that which is observed.
09.04 05 00 00	**Discussion** — An activity in which students, under facilitator or student direction, exchange points of view concerning a topic, question, or problem in order to arrive at a decision or conclusion.
09.04 06 00 00	**Dramatization** — Learning concerned with expressive interpretations of ideas, concepts, and roles (role-playing).
09.04 07 00 00	**Experimentation** — An activity involving a planned procedure accompanied by control of conditions and controlled variation of conditions together with observation of results for the purpose of discovering relationships and evaluating the hypothesis.
09.04 08 00 00	**Field Experience** — Educational work experience acquired in a practical service situation.
09.04 09 00 00	**Field Trip** — An educational trip to one or more places where students may study the content of instruction directly in its setting.
09.04 10 00 00	**Group Work** — A process in which members of the class working cooperatively rather than individually formulate and work toward common objectives under the guidance of one or more leaders.
09.04 11 00 00	**Laboratory Experience** — Learning activities carried out by students in a laboratory such as a sewing laboratory, kitchen, or room with movable walls.
09.04 12 00 00	**Modeling and Imitation** — An activity, frequently used for instruction in speech, in which the students listen to and observe a model as a basis upon which to practice and improve their performance.
09.04 13 00 00	**On-the-Job Supervision** — Supervision of work portion of a course in a work-study program at the student's place of employment by a supervisor.
09.04 14 00 00	**Out-of-School Instruction** — Instruction which takes place out of the classroom utilizing direct or indirect student-facilitator interactions.
09.04 15 00 00	**Practice** — An activity in which pupils have an opportunity to put into practice those skills and understandings previously learned through other instructional activities.
09.04 16 00 00	**Problem Solving** — A thought process structured by the facilitator and employed by the students for clearly defining a problem, forming hypothetical solutions, and possibly testing the hypothesis.
09.04 17 00 00	**Programmed Instruction** — Instruction utilizing a workbook, testbook, or mechanical device in which the student can progress at his own pace.
09.04 18 00 00	**Project** — A significant practical unit of activity having education value, aimed at one or more definite goals of understanding, and involving the investigation and solution of problems.

09.04 19 00 00	**Reading** – Activities including both silent and oral reading in which students get meaning from written or printed sources.
09.04 20 00 00	**Recitation** – Activities devoted to reporting to class or other group about information acquired through individual study or group work.
09.04 21 00 00	**Simulation** – A learning process which involves students as participants in role presentations and games simulating real-life situations.
09.04 22 00 00	**Testing** – A process utilizing an examination, quiz, or other procedure measuring ability, achievement, and interest.
09.04 99 00 00	**Other Methods of Learning** – Any other method for learning not listed above.
09.05 00 00 00	**Team Approach** – A listing of all community members who are resource persons in specific areas of home economics.